

### Executive Overview of the Annual Performance Report Development

The State Department of Education (SDE), Division of Student Achievement and School Accountability, Special Education Team employs many strategies designed to support and compliment each other for the purpose of assuring compliance, and for identifying and correcting noncompliance in a timely manner. This monitoring and technical assistance remains the core function of what is referred to as "General Supervision." During the past year, the Idaho General Supervision system has been retooled to maximize the impact of its quality assurance processes as resources are redirected to specific priority areas and to districts demonstrating the greatest need regarding both performance and compliance.

With the new requirements of the reauthorized Individuals with Disabilities Education Act of 2004 (IDEA), came three Monitoring Priorities: 1) Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), 2) Disproportionality, and 3) Effective General Supervision. Within this focus, there are 20 indicators that Idaho addresses in both the Annual Performance Report (APR) and in the State Performance Plan (SPP), reporting both performance and compliance status of the state. These documents are posted on the State website.

Both the SPP and APR have been crafted with broad stakeholder input. Many workgroups, focus groups, and collaboratives such as the Parent Involvement Collaborative, Statewide Parent Leadership group, Special Education Advisory Panel, monitoring workgroups, early childhood collaborative, and many others that included administrators, parents, teachers, related service providers, private providers, advocates, agencies, universities and more, met over the past year to develop new policies and procedures, training materials, district performance response materials, determination levels criteria and actions, data development, web-based systems, and much more. Rich input from our stakeholder partners has been crucial to the development of both the SPP and APR.

In the APR, the State's progress toward meeting measurable and rigorous targets included in the SPP, is reported and is made public via the SPP and APR that are found at the following websites: The SPP may be found at: <http://www.sde.idaho.gov/SpecialEducation/docs/Whats%20New/SPPMaster.pdf> and the APR at: <http://www.sde.idaho.gov/SpecialEducation/docs/Features/partbannualperformance.pdf> . These documents are updated annually on February 1.

District performance on the SPP targets is also reported publicly in September each year. The "District Performance Report on SPP Targets" may be found at: <http://www.sde.idaho.gov/SpecialEd/DDR/SpedPortal.asp>. Both performance and compliance are included in the report.

If performance or compliance of a local school district does not meet the state targets, scientifically research based improvement strategies must be incorporated into their school improvement processes to address the identified deficiencies. Technical assistance and support is provided within the regions from SDE special education regional consultants who are housed statewide at the universities. Additional assistance is offered through the Boise central office to help districts meet the state targets.

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**Development of Indicator 1:**

The Idaho Secondary Transition Council was provided with the data and analyzed the information providing input and recommendations. This Council is comprised of members from local districts, state rehabilitation agencies, parent centers, Council on Developmental Disabilities, Health and Welfare, disability service agencies, juvenile and adult corrections, youth self-advocates, commerce and labor, and community rehabilitation agencies. Each of the 6 meetings held throughout the year, provide time to review data from the various agencies represented and provide feedback to each others state plan development. The meeting held in the month of December 2007 focused on a review of and recommendation for development of the SPP/APR submitted by the State Department of Education. The suggestions and insights from this group were extremely valuable to the development of the SPP/APR for 2008.

**Monitoring Priority: FAPE in the LRE**

**Indicator 1:** Percent of youth with individual education programs (IEPs) graduating from high school with a regular diploma.

(20 U.S.C. 1416 (a) (3)(A))

**Measurement:** Measurement for youth with IEPs should be the same measurement as for all youth.

Explanation of calculation.

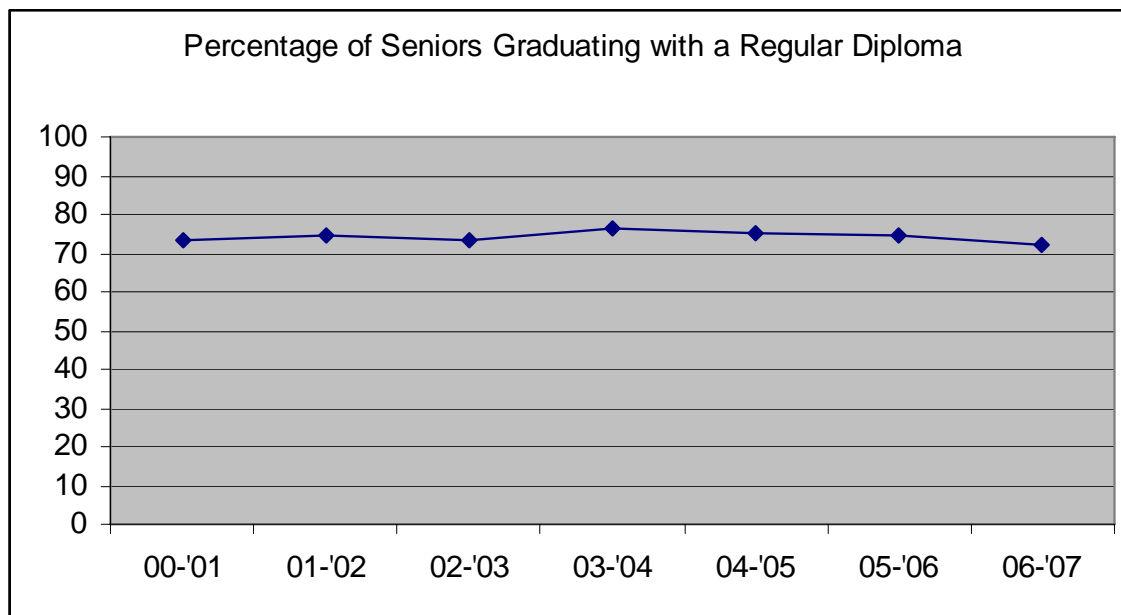
NCLB formula for graduation in Idaho: number of graduates, divided by the number of graduates plus the dropouts from the cohort group over the four years of high school. This same formula applies to all students and subgroups, including students with disabilities. Baseline is unavailable at this time.

Idaho's past graduation formula was derived from 618 data. In this formula, the numerator is the number of special education students in grades 12 or 13 who graduate, divided by the number of active special education students in grades 12 & 13 on the prior Child Count. For the comparative group of all students, the numerator is the number of seniors who graduate, divided by the total number of seniors. It is important to note, that the denominator includes all students including those who stay in school until they are 21. In essence, LEAs providing appropriate educational services for children past 12<sup>th</sup> grade, with our current formula, actually have a negative impact on the state's data. Until NCLB data becomes available by subgroups, 618 data will be used and compared to IBEDS enrollment and graduates.

FFY 2006	Measurable and Rigorous Target
2006-2007	Increase the percent of youth with IEPs receiving a regular diploma by 1%.

**Actual Target Data for FFY 2006:**

Percent of Seniors Graduating with a Regular Diploma						
'00-'01	'01-'02	'02-'03	'03-'04	'04-'05	'05-'06	'06-'07
73.2%	74.6%	73.3%	76.1%	75.2%	74.4%	72.3%



**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:**

**Slippage**

In the SPP and APR submitted in 2007, Graduation Rate targets were set and reported using 'gap data'. The 2008 APR is the first year that the use of gap data has not been required and that the graduation rate is reported only as a percent of graduates with IEPs graduating with a regular diploma. Because of this change our targets have been adjusted for future years to reflect this modification, which is reflected in the SPP.

Taking into consideration the data reported since 00-01, the trend line, and conversations with stakeholders, we have decided to set our target for FFY 2006 to increase the graduation rate by 1 percent. As indicated in the table and chart above the target of 1 percent increase was not met. The rate of students with IEPs graduating with a regular diploma slipped almost 2 percent. There were 72.3 percent, or 1,118 out of 1,546, students on IEPs who graduated with a regular diploma.

Graduation data was reviewed by a stakeholder group representing parents, teachers, special educators, administrators, regional consultants and SDE staff. Data was presented and statewide initiatives shared. Concerns were discussed, as well as identifying priorities and ideas for improvement which were incorporated into the Improvement Activities.

**Improvement Activities**

The National Governors' Association grant to develop an Adolescent Literacy plan has been completed with recommendations including a timeline which will be presented to the SDE Middle School Task Force to review and incorporate into their working plan. The Middle School Task Force is a stakeholder group established by the State Superintendent to identify barriers to student achievement and develop recommendations that will be presented to him during the summer of 2008.

Professional development has been provided statewide in collaboration with Title I, Reading First and our state reading coordinator. This has been accomplished through a variety of delivery formats including face to face, webinars, online training modules and the development of an on line learning community. The content of the training and information was developed to target areas identified by the SDE and school districts for improvement. This year we have focused on the highest need areas of middle school math, reading curriculum leadership, vocabulary development, parent involvement and Response to Intervention

(RTI). A full report of these activities and information from the follow-up on changes to practice can be found on the Idaho Training Clearinghouse (ITC) at <http://itcnew.idahotc.com/files/07/evalrpt2007.pdf>

The SDE has been developing tools and training that will assist parents to stay involved with their child through out their education experience. We have been addressing this through a partnership with Idaho Parents Unlimited (IPUL), the Idaho PTA, Title 1 and the Migrant programs. Partnership members attended training conducted by the National Network of Partnership Schools out of Johns Hopkins University. The training has been provided in Idaho communities and focuses on developing the skills of educators and school communities in effective strategies to engage parents in their child's education. The LEAs who participated have reported that the workshops were helpful to them as they evaluated and identified ways to improve their parent involvement activities. A follow-up report indicates that 78% of participants have been able to implement practices learned through the training. A complete report can be found at <http://itcnew.idahotc.com/files/07/evalrpt2007.pdf>

As a part of the State's monitoring process the LEAs worked with their regional consultant to determine activities the LEAs could use to improve their ability to develop IEPs that include supports needed for students to graduate with a regular diploma. Training in the development of secondary students' IEPs was identified and provided across the state. A data drill down worksheet (Performance Response) has been developed by the SDE. LEAs not meeting the state target will be required to complete the work sheet that includes identifying activities to implement with timeline. A more detailed discussion regarding this training can be found in Indicator 13.

#### **Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2006:**

There is a revision to the Target for the 2006-2007 year from comparing all youth in the State graduating with a regular diploma with the percent of youth with IEPs graduating with a regular diploma to a model that allows a comparison year to year of youth with IEPs graduating with a regular diploma. This is in response to changes in the Indicator 1 definition. The SPP has been adjusted for future FFYs to reflect this change to the targets.

The State Board of Education (SBOE) adopted rules that add an additional consideration for IEP teams in determining accommodations and adaptations to state and local graduation requirements for students receiving special education services. The description of the conditions that youth with IEPs must meet to graduate with a regular diploma has been adjusted in the SPP to include the changes to the SBOE rules.

Activities specified in the SPP for 2006-2007 were developed under a prior State Superintendent of Public Instruction. Some of the projects that involved collaboration across the SDE have been modified or discontinued. One of the discontinued efforts involves the High School Redesign collaborative team. This cross agency team is no longer part of the SDE structure. A new collaborative team focused on school improvement and restructuring under NCLB has been established that includes membership from stakeholders including SDE staff and school district administration. Eighty percent of our schools participating in school improvement and restructuring efforts are secondary schools and are required to both improve their AYP and graduation rate for all subgroups. The Special Education Co-director is a member of the School Improvement Collaborative and provides input regarding the needs of students with disabilities as well as requirements under IDEA. Changes to this activity are reflected in the SPP activities beginning in 2007

An added activity that will impact the graduation rate for students with disabilities is the redesign of the state IEP forms to include a separate set of forms used to develop and implement IEPs at the secondary level. IEP teams are required to begin using the secondary IEP beginning no later than the annual IEP that is developed during the year that the student is 15 years of age. Development and use of a secondary IEP has allowed us to better format the IEP development to ensure all discussion and documentation related to post school goals, course of study, transition services, secondary transition assessment, annual goals and graduation occurs and secondary transition is coordinated and effectively implemented. To assist districts with implementation of the secondary IEP development, training has been held at both statewide conferences, through 11 locations throughout the state as well as support

documents and trainings posted to the Secondary Learning Community at the Idaho Training Clearinghouse (ITC) <http://itcnew.idahotc.com/DNN/Default.aspx?alias=itcnew.idahotc.com/dnn/st> This activity will be ongoing and has been added to the SPP for the years 2007-2010.

An improvement activity that will be included for years 2007-2010 for each of the secondary transition cluster indicators (1,2,13 and 14) is the coordination of a statewide conference with follow up activities focused on improving post school outcomes for students with disabilities. The conference will be held for the fourth year in the spring of 2008. Participants include educators, parents, students, vocational rehabilitation counselors and other adult agency personnel. The past three years has proven that this statewide, interagency effort provides needed information and initial skill development. FFY 2007 the Idaho Secondary Interagency Council will add a component to the conference that will include the development of follow up activities to be provided in local communities for the purpose of providing ongoing support and skill development among conference participants. Additional information can be found at the following website: <http://idahocat.org/2008ToolsFair.htm>

**Overview of the Annual Performance Report Development:**

The State Secondary Transition Council was provided with the data and analyzed the information providing input and recommendations. This Council is comprised of members from local districts, state rehabilitation agencies, parent centers, Council on Developmental Disabilities, Health and Welfare, disability service agencies, juvenile and adult corrections, youth self-advocates, commerce and labor, and community rehabilitation agencies. Each of the 6 meetings held throughout the year, provide time to review data from the various agencies represented and provide feedback to each others state plan development. The meeting held in the month December focused on a review of and recommendations for the development of the SPP/APR submitted by the State Department of Education. The suggestions and insights from this group were extremely valuable to the development of the SPP/APR for 2008.

**Monitoring Priority: FAPE in the LRE**

**Indicator 2:** Percent of youth with IEPs dropping out of high school.

(20 U.S.C. 1416 (a)(3)(A))

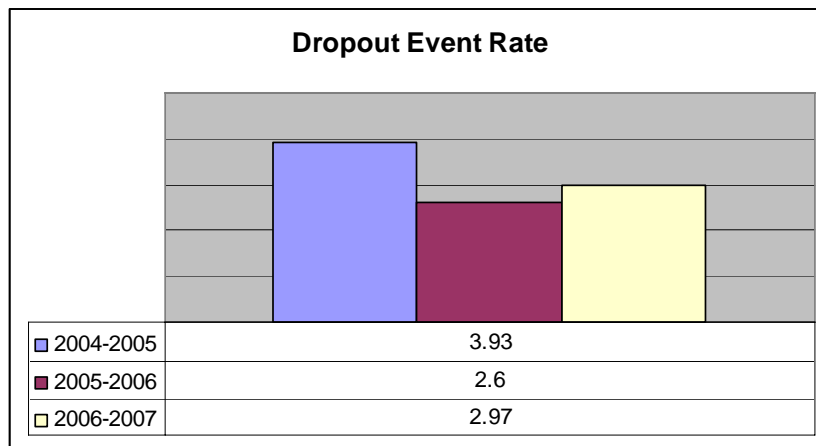
**Measurement:** Measurement for youth with IEPs.

Explain calculation.

NCLB dropout event rate: number of (special education) students enrolled in grades 9-12 who meet the definition as listed in the Overview below, divided by the total number of (special education) students enrolled in grades 9-12. The denominator was taken from the December 1, 2006 Child Count for special education students in grades 9-12 because that is our only source for these components at this time. A discussion of the reasons for use of 2006 data is found below.

<b>FFY 2006</b>	<b>Measurable and Rigorous Target</b>
2006-2007	Reduce the special education dropout rate by 0.3 %

**Actual Target Data for FFY 2006-2007:**



**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:**

**Slippage**

As shown in the table above the dropout event rate for students with disabilities on IEPs for the '06-'07 year is 2.97 percent or 214 students with IEPs dropping out divided by 7,197 students who are the total number of students on IEPs enrolled in grades 9-12. The dropout event rate for students with disabilities for the '05-'06 year was 2.6 percent. The target of decreasing the rate by .3 percent was not met. The data comes from a class prior to the corrective data reporting changes, which are described below, being used to their fullest potential from the LEAs.

**Activities**

This is our third year of cross referencing our 618 data with our NCLB data. Two years ago we found that a number of LEAs were placing numbers in the wrong columns. Thus last year and this year the data reporting has improved dramatically to the point that we are able to report accurate data for dropout. This has taken a collaborative effort between our Computer Services and Special Education Data Coordinators. Our ability to report this data back to the LEAs will continue to increase their capacity to identify areas for improvement. Further discussion about our improved data and accuracy can be found in the Indicator 20 discussion.

Review of LEA improvement plans shows a need to continue developing support and information on effective strategies that will engage students in their education and decrease the dropout rate. This will come in several forms including the use of a guided drill down of improvement supports within the States' monitoring system, as well as an analysis of data to look for trends State wide, regionally and at the LEA level. The guided drill down form will be required for districts not meeting the state target with the purpose being to identify policies, practices and procedures that contribute to an increased drop out rate. Finally, the LEAs have access to and use the Idaho Training Clearinghouse (ITC) to link to national center websites and obtain information about effective practices. This site will continue to be developed to provide additional opportunities for web based trainings. The link to the location on the ITC is <http://itcnew.idahotc.com/dnn/ResourcesInformation/tabid/113/Default.aspx>

Parent involvement in their child's education is proven to decrease the likelihood that the child will drop out of school. The activities related to increasing parent participation are ones that affect multiple indicators and play an important role in our ability to decrease dropping out as an option for students. The parent involvement activities that support decreasing the dropout rate is further discussed in Indicator 1 Graduation and Indicator 8 Parent Involvement.



**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2007:**

There is a revision to the Target for the 2006-2007 year from comparing all youth in the State dropping out of high school with the percent of youth with IEPs dropping out of high school to a model that allows a comparison year to year of youth with IEPs dropping out of high school. This is in response to changes in the Indicator 2 definition.

The activity related to increasing the accountability of general educators with regard to reducing the dropout rate has been adjusted to align with current SDE activities. The SDE no longer provides accreditation for schools which changes how we hold districts accountable for graduation and drop out rates. The data drill down tools that are developed for use in our special education monitoring system will be incorporated into the School Improvement Plans and Restructuring Plans developed in response to federal requirements in NCLB. Idaho is unique in that the State Legislature adopted statute that requires ALL schools, not only Title I schools to meet AYP requirements. This has allowed special education to move forward with our efforts to imbed data analysis and improvement activities related to the issue of drop outs. The SPP reflects the adjustment to the original activity for 2006 through 2010.

**Overview of the Annual Performance Report Development:**

Statewide assessment data was reviewed by a stakeholder group representing parents, teachers, special educators, administrators, regional consultants and SDE staff. Data was presented and statewide initiatives shared. Concerns were discussed and priorities and ideas for improvement established.

**Monitoring Priority: FAPE in the LRE**

**Indicator 3:** Participation and performance of children with disabilities on statewide assessments:

- A. Percent of districts that have a disability subgroup that meets the State's minimum "N" size meeting the State's AYP objectives for progress for disability subgroup.
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

**Measurement:**

2006. Percent =  $\left[ \frac{\text{\# of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs)}}{\text{total \# of districts that have a disability subgroup that meets the State's minimum "n" size in the State}} \right] \times 100$ .

B. Participation rate =

- a. # of children with IEPs in assessed grades;
- b. # of children with IEPs in regular assessment with no accommodations (percent =  $\left[ \frac{b}{a} \right] \times 100$ );
- c. # of children with IEPs in regular assessment with accommodations (percent =  $\left[ \frac{c}{a} \right] \times 100$ );
- d. # of children with IEPs in alternate assessment against grade level achievement standards (percent =  $\left[ \frac{d}{a} \right] \times 100$ ); and
- e. # of children with IEPs in alternate assessment against alternate achievement standards (percent =  $\left[ \frac{e}{a} \right] \times 100$ ).

Account for any children included in a but not included in b, c, d, or e above.

Overall Percent =  $\left[ \frac{b + c + d + e}{a} \right] \times 100$ .

C. Proficiency rate =

- a. # of children with IEPs in assessed grades;
- b. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent =  $\left[ \frac{b}{a} \right] \times 100$ );
- c. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent =  $\left[ \frac{c}{a} \right] \times 100$ );
- d. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent =  $\left[ \frac{d}{a} \right] \times 100$ );

(a)] times 100); and
e. # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = [(e) divided by (a)] times 100).
Account for any children included in a but not included in b, c, d, or e above.
Overall Percent = [(b + c + d + e) divided by (a)].

**FFY 2006****Measurable and Rigorous Target**

(2006-2007)

3.A	Districts meeting AYP for SWD in both Reading & Math – 41%
3.B	SWD Participation – 99.8%
3.C	SWD Reading Proficiency – 53.09% SWD Math Proficiency – 48.18%

**FFY 2006****Actual Performance Data  
3.A. - AYP**

	Number of districts with N of $\geq 34$ for SWD	Number of districts making AYP for SWD	% Made AYP for SWD
2006-2007			
Reading	64	5	7.69%
Math	64	4	6.15%
Both Reading & Math	64	3	4.62%

**FFY 2006****Actual Performance Data  
3.B. Participation in ISAT or IAA**

	Grades 3-8 and 10			
	# Reading	% Reading	# Math	% Math
3.B(a) # of children with IEPs (SWD) in assessed grades	14,025		14,027	
3.B(b) # SWD with no accommodations	4,394	31.3%	3,457	25.7%
3.BI # SWD with accommodations	8,437	60.2%	9,342	66.6%
3.B(d) # SWD taking AA against grade level standards	0	0%	0	0%
3.B(e) # SWD taking IAA against alternate standards	1,058	7.5%	1,049	7.5%
<b>Overall Participation</b>	<b>13,855</b>	<b>98.8%</b>	<b>13,848</b>	<b>98.7%</b>

SWDs not participating due to absence

136

179

**FFY 2006**  
**2006-2007 Grades 3-8 & 10**

	<b>Actual Performance Data</b>			
	<b>3.C. - Proficiency Rate on ISAT &amp; IAA</b>			
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
	<b>Reading</b>	<b>Reading</b>	<b>Math</b>	<b>Math</b>
3.C(a) # of children with IEPs (SWD) in assessed grades	14,025		14,027	
3.C(b) # of SWD proficient or above with no accommodations	2,298	16.4%	1,918	13.7%
3.CI # of SWD proficient or above with accommodations	2,668	19.0%	3,049	21.7%
3.C(d) # of SWD proficient or above taking Alternate Assessment against grade level standards	0	0%	0	0%
3.C(e) # of SWD proficient or above taking IAA on alternate achievement standards	882	6.29%	807	5.75%
<b>Total students with IEPs who are Proficient or better</b>	<b>5,848</b>	<b>41.7%</b>	<b>5,774</b>	<b>41.2%</b>

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:**

**New Baseline:** Significant changes occurred regarding Idaho's standards and the statewide assessment system making results not comparable to previous years. The standards were extensively revised and a new assessment was created by a different testing company to measure how well students met the new standards. Therefore, although the test carries the same name (ISAT), it is not comparable to previous assessment data because it tests different standards in a different testing format. Another change was that all participants' scores were counted this year. In the past, scores that were invalid for various reasons were excluded from the denominator when figuring proficiency. This year we counted them as not proficient. Until we received the raw data and conducted our own calculations, we were unaware this practice was occurring. The effect of this change dropped the reading average proficiency by 4% and the math proficiency by 3%. Because of the significant changes to the test and the way proficiency was more accurately reported, this becomes a new baseline year.

All students, with or without disabilities, found the revised ISAT to be much more challenging than the previous ISAT. Overall student proficiency scores were lower and students with disabilities followed that same pattern. Unfortunately, for the purpose of making AYP, any district with average scores lower than in the previous year failed to meet the AYP requirements. That left very few districts making AYP this year.

The most significant change to the test was its length. It took all students about twice as long to complete the new ISAT, increasing the average time per assessment area from 90 minutes to 3 hours, resulting in significant test fatigue for many students. This was an especially difficult adjustment for students with disabilities, and even more so for those with attention deficits. This was an unforeseen issue that caught both students and school staff off guard. Challenges included not having enough computers and time set aside for students to complete a session in order to log their scores. Although students could time out for short breaks, the test could not be continued into a second day. Necessary adjustments were made during the testing window, but some student scores were negatively impacted by the changes.

Another change that impacted some students' performance was that a few "whistles & bells" were added to the computerized test that proved challenging for students with lower technological skills. One was a highlighter that could be used while reading a question or passage, a spinning ruler that some students found very entertaining, and the ability to navigate forward or backward through the test. Schools were encouraged ahead of time to offer practice sessions using unsecured test items to help students become familiar with these changes, but unfortunately, not all schools did so.

#### Activity Status:

- Collaborate with the Bureau of Technology, Office of the State Board, and NWEA (test vendor) to create accurate, consistent reports from the ISAT data for public reporting.
  - Status: Continuing
  - Collaboration has increased during the testing transition this year with many of the players new. Good working relations are growing. The reports we received from the new test vendor, Data Recognition Corp (DRC) through the State Board, have allowed us to better analyze the special education data.
- Provide public reporting of statewide assessment data
  - Status: Completed for 2006-2007
  - Public reporting is posted on the SDE website for every district with detailed reports by grade level, as well as against the SPP targets.
- Provide technical assistance and support to school personnel on how to read, understand, and use student data to make instructional decisions.
  - Status: With the numerous changes in SDE personnel across all divisions and key personnel conducting this activity no longer with the department, this activity was modified.
  - A software product license, AIMSweb, was provided for districts, one for every student in special education. Training was provided on using it for progress monitoring and knowing when instructional changes were needed.
  - Collaboration was increased between the SDE Special Education and Reading personnel as they also adopted this software for use with the Idaho Reading Indicator (IRI) to catch reading difficulties early and provide additional interventions for students failing to make appropriate benchmarks.
  - RTI training included a unit on using data for decision making, tiered intervention, and program improvement. 39 new schools were brought on board with RTI this year.
- Target assistance to districts with the greatest AYP and student performance needs
  - Status: Completed for 2006-2007 and ongoing
  - The lowest performing districts, and schools within those districts, were provided targeted onsite assistance by an integrated SDE team that included Title1, Content area specialists, special education, LEP, and Migrant personnel.
- Provide training and technical assistance in research based practices in reading and math.
  - Status: continuing
  - The middle school math academy was held in Pocatello. Teams of teachers attended so they could go back and collaborate during the year with the implementation of the SBR ideas presented.
  - Schools involved with the math science partnership grants received extensive professional development during the summer and ongoing throughout the year.
  - Principal Academy of Leadership (PAL) training and coaching is occurring statewide with the goal to improve the skills of our educational leaders to ensure their schools are using scientifically research based curriculum, teaching techniques, and interventions to improve student performance.
  - RTI training in collaboration with the content areas assisted schools to implement SBR 3-tiered interventions

The two activities we feel were most effective during the 2006-2007 school year were focused integrated onsite reviews and Response to Intervention (RTI) training. The integrated reviews were a collaborative effort between Special Education, Title I, LEP, Migrant, and Content staff members. Based on student achievement and AYP, districts with the most significant concerns were identified and visited by an integrated SDE team with knowledge of best practices. Curriculum and interventions were identified, classroom observations were conducted, data were aggregated and reported to local staff members along with suggested improvement activities that were research based. Improvement plans were revised accordingly. Along with supporting schools and districts, the integrated reviews resulted in SDE staff better understanding the requirements of the various federal programs and how those requirements overlap. Working across federal programs is expected to yield a better return on the dollars spent and spark additional ideas leading to more collaborative statewide efforts in the future. Unfortunately, with the change of elected administration in January, most SDE staff members involved in the integrated reviews were let go, followed by additional resignations of key individuals. Some positions remain unfilled. The last half of the year was spent training new staff members and again trying to build collaboration across federal programs. For those who experienced the integrated reviews, the vision continues and it will be nurtured.

RTI coordination has more appropriately moved from Special Education to the Content Areas in the SDE. Although housed in Content, RTI continues to be a collaborative effort between special education and general education using both GSIG and State funds to support this statewide initiative. Special education regional consultants continued RTI training statewide while the new RTI coordinator was brought up to speed. The three tiers of instruction are now a common requirement for all school and district improvement plans. This, along with inclusion of RTI in NCLB, and SDE monitoring enforcement activities related to disproportionality issues, led to an increased demand for RTI training in Idaho. During the 2006-2007 school year, 39 new schools were trained on RTI, bringing the total number of schools formally trained and using RTI to 184, about 26% of the schools in the state. In addition to schools trained by the SDE, some districts are utilizing their SDE trained personnel to begin the RTI process in additional schools within their districts.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

In the SPP activities, the prior company providing the statewide assessment, NWEA will be replaced with the new company, DRC. No other changes have been made.

**Overview of the Annual Performance Report Development:**

In order to evaluate the data, the SDE created a statewide team representative of special education directors, special education regional consultants, parents, special educators, and the SDE monitoring, data, quality assurance coordinator.

The State Department of Education collects 618 discipline data from each district on the number of suspensions and expulsions. This data was reviewed for significant numbers over what might be expected for the state average as well as a review of the ethnicity of students expelled or suspended. Any district that is above the statistically expected rate is notified and required to provide further information to verify whether the noncompliance is due to inappropriate policies, procedures, or practices. Data Verification happens in addition, through the monitoring system.

**Monitoring Priority: FAPE in the LRE****Indicator 4: Rates of suspension and expulsion**

- B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and
  - C. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.
- (20 U.S.C. 1416(a) (3) (A); 1412(a) (22))

**Measurement:**

- A. Percent =  $\left[ \left( \frac{\text{\# of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year}}{\text{\# of districts in the State}} \right) \times 100 \right]$
- B. Percent =  $\left[ \left( \frac{\text{\# of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity}}{\text{\# of districts in the state}} \right) \times 100 \right]$

The State determines "significant discrepancy" by applying the E-formula to determine how many students a district is statistically expected to suspend/expel, if all districts contributed equally, based on the number of special education students served by the district, as reported in the 618 annual special education child count.

"Significant discrepancy" is defined in Idaho as greater than 5 over the statistically expected range, as generated by the E-formula, including a standard error measurement that is sensitive to the size of the special education population in the district.

E Formula:  $E = A + \text{Sqrt} [A * (100 - A) / N]$

Where:

E = Maximum percentage of the total special education suspensions/expulsions (or suspensions by race/ethnicity for B) in the State that would be statistically expected from a specific district. This includes a statistical error range above the percentage of students with disabilities (or of a specific race/ethnicity for B.) that is contributed by the district to the State total.

A = Percentage of the total State special education population contributed by a district (or by race/ethnicity

for B.)

N = The total number of special education students suspended/expelled in the state (or by race/ethnicity)

FFY 2006	Measurable and Rigorous Target	
2006-2007	A. Districts with significant discrepancy	0%
2006-2007	B. Districts with significant discrepancy by Race/Ethnicity	0%

**Actual Target Data for 2006-2007:** 2.4%

FFY 2006		Number	Percent
2006-2007	A. Districts identified as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days	3	2.4% (3/125)
2006-2007	B. Discrepant Districts by Race/Ethnicity ( <i>reporting requirement was suspended by OSEP for this item</i> )	NA	NA

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006:**

**Slippage:** The state failed to meet the target of 0% for Indicator A, with three districts identified as having a significant discrepancy in the rate of suspensions and expulsions of children with disabilities for greater than 10 days during the 2006-2007 school year. Statewide, 206 students were suspended or expelled for greater than 10 days. Most of these suspensions occurred at high schools or middle schools. In the districts where suspensions exceeded the statistically expected range, one or two schools within the district contributed exceptionally high numbers, making it easy to identify where targeted assistance is needed.

Last year one district was identified as discrepant from other districts. Follow up actions by the SDE included written notification requiring a district team to review, and if appropriate, revise its policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards. The district conducted that review and determined that more proactive measures were needed to address problem behaviors earlier. Implementing Positive Behavior Interventions and Supports was added to their District Improvement Plan. These actions have resolved the issues in the district. This district was not discrepant the following year.

The SDE will follow up in a similar manner with the three districts identified this year as discrepant to determine if the data are accurate and, if so, if the reason for exceeding the expected number of suspensions and/or expulsions is directly related to the district/school's policies, practices, or procedures. If so determined, the district will be found noncompliant and technical assistance will be provided as needed to help them with the revision of their policies, practices, and procedures. Additional follow up will increase accountability for adherence to revised policies, practices, and procedures. If it is determined that their suspension or expulsion rate is attributable to justifiable causes, and not to policies, practices, or procedure, technical assistance will be offered to provide staff with more strategies/techniques in working with students with challenging behaviors.

The total number of students with disabilities suspended/expelled for more than ten days during FFY 2007 was appreciably higher than in FFY 2006 (45 students). We believe the basic contributing factor



was the change made in the reporting process. In the past, discipline data were reported at the district level. This year, data were reported by each school building in a web-based format. The rationale behind this decision is to gather more valid and reliable data, (the administrator in each building is closer to the event and thus in a better position to report incidents more accurately). Training and technical assistance for reporting was provided by the state and was accessed by a wide array of school and district staff members, including superintendents, principals, vice principals, secretaries, special education directors, and IT personnel, along with a few teachers.

One of the changes made to the report was that students reported to have been unilaterally removed to an Interim Alternative Educational Setting (IAES) were automatically counted as being suspended/expelled more than 10 days. Schools could appeal this based on unique circumstances, and one school did so. This feature was added to correct past errors made by districts that failed to understand the data definitions and failed to report those students as removed more than 10 days. While this feature better ensures the accuracy of the state data, it was a contributing factor to reporting higher numbers.

There continues to be a need for training and support for school district staff to successfully meet the behavioral needs of all students, with particular attention to students with emotional disturbance and autism spectrum disorders. The SDE in partnership with PBS consultants will continue to offer workshops with follow-up technical support.

The following activities were listed in the SPP for implementation during 2006-2007:

- Develop a web-based data system to collect data on suspensions of 1 or more days
  - Status: completed
  - Schools used the web-based system to report discipline data for 2006-2007
- Conduct a training Webinar statewide on using the web-based application
  - Status: completed
  - Webinar was offered to superintendents, principals, LEA data personnel, and special education directors
  - Training materials were sent to participants and also made available on the SDE website
  - Recorded webinar was made available for those who were unable to access it live
  - FAQ was emailed to administrative personnel in the districts and was also made available on the SDE website
  - Offered one-on-one technical assistance by phone and email
- Continue annual training regarding scientific research based PBS interventions and incorporation of functional behavior assessment and behavior intervention plans
  - Status: Completed for 2006-2007, Continuing
  - The SDE continues to fund and support the PBS Project. School-wide Positive Behavior Supports (SWPBS) was implemented in the CDA Lakes Middle School and in Prairie View Elementary in Post Falls under the direction and with the support of PBS consultants. In addition, the PBS project provides technical support at an individual student level. Other districts are accessing School-wide PBS supports through various venues.
  - Behavior Consultants provided trainings to districts offering strategies and techniques in dealing more effectively with children with challenging behaviors (not Autism specific).
- Continue funding PBS Project
  - Status: Completed for 2006-2007, Continuing
  - The PBS Project, with funding from the SDE, held a two day workgroup in June 06 with the Autism Consultants. From this meeting they finalized procedures for technical support and determined the number of school sites they could accommodate during the next school year.
- Collaborate with System of Care for Children's Mental Health to add 3-5 districts with combination PBS School and Children's Mental Health Project at elementary, middle, and high school

- Status: Cancelled due to end of System of Care grant and loss of collaboration opportunity.
- Support PBS Project strand for Autism Spectrum Disorders
  - Completed for 2006-2007 (and continuing beyond).
  - The SDE, in partnership with PBS consultants offered Autism workshops with follow-up technical support for all districts attending the workshops.
- Include 3-tiered model to address behaviors in RTI training
  - Status: Completed for 2006-2007
  - The SDE continued to provide five day trainings in the use of RTI (formerly called, RBM). As part of this training, school districts who applied, received a grant of \$3,000 to help defray costs of school staff attending.
  - SDE Coordinators, representatives from Indian Education, Title I (including ELL), IPUL, and School Administrators attended an OSEP sponsored conference in order to be better prepared to support schools in their implementation of RTI.
- Collaborate with Safe and Drug Free Schools behavioral support and suicide prevention activities
  - Status: Due to new administration and a change in staff, this is another project that was not carried to fruition but will be addressed in 2007-2008

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

Due to a change in administration and significant turnover in staff, affecting all divisions in the SDE, several projects/activities were not carried out as planned for FFY 2006. These plans have been revised and are being developed for implementation for FFY 2007:

- The System of Care grant will end in September of 2008 resulting in the need to revise the activities planned with them around the implementation of PBS. The SDE continues to fund the PBS project and will now work with Safe and Drug Free Schools to reach more schools.
- PBS was unable to work with System of Care and Children's Mental Health due to funding issues, but still increased the number of schools using PBS and school-wide PBS and will continue to bring on more schools in FFY 2007.
- Special Education supported Safe and Drug Free Schools with their Red Flag Program during the month of January. After that, the new staff hired in both the special education and Safe and Drug Free Schools divisions was not aware of this joint endeavor. Special Education is now planning activities with Safe and Drug Free Schools and Consolidated Schools for behavioral support and suicide prevention.
- In order to identify and correct noncompliance within this indicator, the state is implementing an annual monitoring activity.

	Activity	Timelines	Resources
<b>(2007-2008)</b>			
<b>New</b>	There is renewed collaboration with Safe and Drug Free Schools and Consolidated School Health to implement a consolidated data collection system.	June 2008	PBS Coordinator (Autism, Children's Mental Health) Collaboration Group IV-B Funds
<b>New</b>	Reinstating the statewide Autism Task Force with representation from parents, public health, school districts, SDE, and IPUL to help parents and schools address needs of students with Autism through trainings and conferences based on the most current research findings.	May 2008	PBS Coordinator PBS Coordinator (Autism, Children's Mental Health)

<b>Revised timeline</b>	Continue annual training regarding scientific research based PBS interventions, and incorporation of functional behavior assessment and behavior intervention plans for students who have behaviors that interfere with learning.	As requested by districts or recommended by the regional consultants.	Regional Consultants Contracted Consultants
<b>Revised timeline</b>	Collaborate across programs to integrate the 3-tiered model addressing positive behavior supports into RTI training	RTI trainings for districts once a year. State RTI Leadership Team to meet every 6 weeks for planning. Annually	VI-B Funds RTI Coordinator Special Education Content Area NCLB Regional Consultants VI-B Funds
<b>Delete</b>	Collaborate with System of Care for Children's Mental Health to add 3-5 districts with combination PBS School-wide and Children's Mental Health Project at elementary, middle, and high school.  <b><i>New Note: Can't be done as stated -- explained in revisions.</i></b>		Department of health and Welfare System of Care/Building on Each Other's Strengths PBIS Institute, University of Oregon PBS Coordinator, SDE VI-B funds
<b>NEW</b>	Collaborate with Safe and Drug Free Schools to develop data collection system for suspensions (in-house and out of school) and expulsions.	On going	SDFS Coordinator SDE Coordinator Quality Assurance Coordinator
<b>NEW</b>	Conduct survey of school districts to determine use of: --behavior intervention programs, --functional behavior assessments, --behavior intervention plans to help guide future trainings, workshops.	May 2008 for survey	SDE PBS Coordinator VI-B Funds
<b>NEW</b>	Collaborate with other programs within the SDE to develop guidance around the Performance Response worksheets and appropriate intervention strategies.	February 2008 – June 2008	Performance Response Work Group Quality Assurance Coordinator

**Overview of the Annual Performance Report Development:**

The U.S. Department of Education Special Education Programs (OSEP) requires that states report the proportion of students educated in a number of educational placement categories in each LEA. In the state of Idaho, data on educational environments for students with disabilities is collected annually on December 1 through the 618 Child Count. Data was presented to different stakeholders, including our Special Education Advisory Panel, parents, teachers, and administrators for insights and input.

**Monitoring Priority: FAPE in the LRE**

**Indicator 5:** Percent of children with IEPs aged 6 through 21:

- A. Removed from regular class less than 21% of the day:
- B. Removed from regular class greater than 60% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.  
(20 U.S.C. 1416(a)(3)(A))

**Measurement:**

- A. Percent =  $\left[ \frac{\text{(\# of children with IEPs removed from regular class less than 21\% of the day, i.e., Child Count code 01)}}{\text{(total \# of students aged 6 through 21 with IEPs)}} \right] \text{ times } 100.$
- B. Percent =  $\left[ \frac{\text{(\# of children with IEPs removed from regular class greater than 60\% of the day, i.e., Child Count code 03)}}{\text{(total \# of students aged 6 through 21 with IEPs)}} \right] \text{ times } 100.$
- C. Percent =  $\left[ \frac{\text{(\# of children with IEPs served in public or private separate schools, Residential placements, or homebound or hospital placements, i.e. child count educational environment codes 11-15)}}{\text{(total \# of students aged 6 through 21 with IEPs)}} \right] \text{ times } 100.$

**FFY 2006****Measurable and Rigorous Targets**

	<b>Indicator A</b>	<b>Indicator B</b>	<b>Indicator C</b>
<b>2006-2007</b>	Removed from regular class less than 21% of the day	Removed from regular class greater than 60% of the day	Served in separate schools, residential placements, homebound or hospital placements
<b>Targets</b>	<b><math>\geq 60\%</math></b>	<b><math>\leq 8.6\%</math></b>	<b><math>\leq 1.6\%</math></b>

FFY 2006	Actual Performance 2006-2007		
2006-2007	Indicator A Removed from regular class less than 21% of the day	Indicator B Removed from regular class greater than 60% of the day	Indicator C Served in separate schools, residential placements, home-bound or hospital placements
Total # of Students with an IEP 24,568	15,188	2,143	453
%	61.8%	8.7%	1.8%
Result	Progress	Slippage	Slippage

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred of FFY 2006-2007:**

On Indicator A, we exceeded our rigorous target and performed well above our baseline data of 58.2%. That means about 3.8% more students with disabilities are spending at least 60% of their school day in the general education setting with non-disabled peers, accessing the general education curriculum.

On Indicator B, we missed our rigorous target by 0.1%, which is not statistically significant. With 8.7% of students removed from the general education setting more than half their school days, we are still performing better than our baseline of 9% and exceeding the national average of 18.5%.

Indicator C also had a 0.2% decline in performance which is not statistically significant, but indicates that a few more students are being placed in separate settings. While this number does represent some slippage, it is still below the national average of 3.9%.

Monitoring observations confirm that a wide variety of educational settings and services continue to be made available to meet students' individual needs, as required by IDEA.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:**

- Prepare a training module on research-based co-teaching and collaborative models
  - Status: delayed
- Continue Child Count training on definitions and reporting procedures to ensure accuracy of data
  - Status: completed for 2006-2007, but will be continuing
- Continue training on Response to Intervention (RTI) and scaling up
  - Status: in process and continuing with the initiative now coming from Content Area with support from Special Education Director/Staff
  - 39 new schools were trained and began implementing RTI
- Training on Differentiated Instruction
  - Status: Training occurred

- Provide parents tools to become active members of the school and community through a collaborative effort between Title 1 and Special Education using “Home, School, and Community Partnerships”
  - Status: started and delayed due to new staff. It is now being addressed in the Parent Collaborative Group (explained further in Indicator 8)

The State Department of Education continues to engage in training activities and providing technical assistance aligned with the improvement activities outlined in the State Performance Plan FFY 2006-2011 for Indicator 5. Last January, the department underwent significant personnel changes. The new staff intend to continue with training and improvement activities to further support special education students in the general education environment. Personnel development activities continue to include focus on Response to Intervention (RTI) which is evident by the addition of 39 schools in FFY 2006, bringing the total number in the state from 145 in 2005-06 to 184 in 2006-07. This represents approximately 26% of the schools in Idaho. Training in Differentiated Instruction continues with the majority of workshops last year held in the northern part of the state due to districts requesting more Tier 1 intervention strategies.

Annual Child Count training continues to ensure that educational environment data are reported accurately. In training during this FFY 2006 there was an increased focus on educational environment data definitions. There will be a continued effort in this area. An LRE data validation process was added to the computerized Excent Tera IEP program that is used for 80% of the special education students in the state. This has significantly improved the accuracy of the LRE data coming from our districts.

Our state continues to require 20% of districts to take part in self-assessment training each year. Included in this training is a data component that requires district teams to review their data, the data definitions, and analyze the data at the building level. This helps them identify schools where LRE is most restrictive and requires them to write an improvement plan to address this issue, if it is occurring.

#### **Revisions, with Justification, to Proposed Targets / Improved Activities / Timelines / Resources for FFY 2007:**

Due to a change in administration at the SDE during the end of FFY 2006, the Title 1/Special Education project “Home, School, and Community Partnerships” was one improvement activity related to Indicator 5, which was delayed due to loss of trained staff in both Title 1 and Special Education. There has recently been a renewed focus with new staff members accessing training in this model. A “Parent Collaborative” has also been formed with representation from Title 1, Special Education, parents, school districts, Safe and Drug Free Schools, Child Nutrition, Consolidated School Health, and Content. The focus is to provide parents with trainings and workshops that will provide genuine opportunities to become more active, better informed participants in all phases of their children’s education.

Another improvement activity affected by the personnel changes in the department was the delay in the development of a statewide training module on research-based, effective, co-teaching and collaborative models. In addition to increasing inclusion opportunities for students with disabilities, co-teaching will also assist districts to meet the NCLB requirements for content endorsed teachers to deliver the primary instruction in the content areas with students with disabilities receiving the supports they need to be successful in courses with typical peers. This research based activity to begin in 2006-07, is now scheduled to begin during the 2007-2008 school year.

This indicator will also be included in our 2007-2008 Determinations and that is expected to increase awareness and urgency for districts with poor LRE data to take action. Districts that perform at less than 90% of the state goal are required to complete a worksheet that requires analysis, improvement planning, and verification of completion of improvement activities.

**Activities added to the SPP:**

<b>FFY 2007</b>	<b>Improvement Activities</b>	<b>Timelines</b>	<b>Resources</b>
2007-2008	<ul style="list-style-type: none"> <li>▪ “Parent Collaborative” meets at least quarterly to collaboratively plan parent involvement and technical assistance activities with representation from Title 1, Special Education, parents, school districts, Safe and Drug Free Schools, Child Nutrition, Consolidated School Health, and Content (reading &amp; math).</li> <li>▪ Collaboratively plan parent training and workshops regarding involvement.</li> <li>▪ Collaboratively host parent training and workshops in high needs districts</li> </ul>	Sept 07 Nov 07 Mar 08 June 08        Apr. 2008	VI-B funds Title 1 funds Safe & Drug Free funds Other funds, if available      Staff members from: Special Education Title I staff Safe & Drug Free Coordinator Health Coordinator SDE Coordinators (RTI Coordinator collaborating with others)
<b>Renewed focus</b>	Prepare Co-Teaching training module and make available statewide through the Idaho Training Clearinghouse website	June 2008	
<b>New</b>	Include LRE performance as one of the data points on which “Determinations” are made	Jan. 2008	Performance Work Group Quality Assurance Coordinator
<b>New</b>	Provide technical assistance to districts with the lowest LRE data	Jan-May 2008	SDE Coordinator Regional Consultants

**Overview of the Annual Performance Report Development:**

**NOTE:** *The instructions for collecting preschool least restrictive environment (LRE) data under section 618 State-reported data requirements were revised for the 2006-2007 school year. The new preschool LRE 618 collection is significantly different from the previous collection, and not consistent with Indicator 6: therefore States need not report on this indicator for FFY 2006.*

<b>Monitoring Priority: FAPE in the LRE</b>
---------------------------------------------

**Indicator 6:** Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (i.e., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

<b>Measurement:</b> To be determined at the federal level
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FFY	Measurable and Rigorous Target
2006	<i>Targets not yet established due to change in requirements</i>



**Overview of the Annual Performance Report Development:**

Progress on this indicator is reported in the SPP. Targets will be set in FFY 2010.

**Monitoring Priority: FAPE in the LRE**

**Indicator 7:** Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

**Measurement:**

A. Positive social-emotional skills (including social relationships):

- a. Percent of preschool children who did not improve functioning =  $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers =  $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it =  $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers =  $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers =  $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .

If a + b + c + d + e does not sum to 100%, explain the difference.

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):

- a. Percent of preschool children who did not improve functioning =  $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers =  $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it =  $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$ .
- d. Percent of preschool children who improved functioning to reach a level comparable to

same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

C. Use of appropriate behaviors to meet their needs:

- a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

FFY 2006	Measurable and Rigorous Target
2006-2007	(Insert Measurable and Rigorous Target.)

**Actual Target Data for** (Insert FFY):

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for** (Insert FFY):

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for** (Insert FFY)  
[If applicable]

**Overview of the Annual Performance Report Development:**

The SDE again contracted with Piedra Data Services to develop and distribute the Parent Participation Survey. Analysis of the data was completed by Dr. Elbaum and Dr. Penfield. Based on feedback from parent groups, the number of items on the survey was reduced from 119 to twenty-five.

Input from parents and school district staff indicate a preference for revising this survey and returning to the previous method used by the state to gain parent input for LEA improvement planning. The prior method included sending a survey by mail followed up with phone calls from parents of students with disabilities who were hired and trained by the SDE, bringing the return rate above 90%. School personnel felt the higher return rate gave them confidence in the results, while the present return rate does not.

Parent input on the survey itself was mixed. While they feel that the school's efforts to involve parents is important, satisfaction with school district services and placement for their children was more important to them. Parents are dissatisfied because the survey does not allow them to express their satisfaction, or dissatisfaction, with school services for their child. In order to make the parent survey results more useful, both parents and school district personnel recommend returning to our previous method of surveying parents, but revising the survey to include some questions from the NCSEAM survey and some from the previous SDE survey.

**Monitoring Priority: FAPE in the LRE**

**Indicator 8:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

**Measurement:** Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

FFY 2006	Measurable and Rigorous Target
2006-2007	26%

**Actual Target Data for FFY 2006:****Parent Survey Statistics for 2006-2007**

Number of surveys mailed to parents with children with disabilities attending districts in the Year 2 sample (refer to sampling plan in SPP)	2,737
Completed Surveys Returned	379
Additional surveys returned as a result of phone call reminders	50
Total completed surveys returned	429
Return rate	15.7%

# of Respondent Parents surveyed who scored schools higher than the gold standard of 600 when rating schools' facilitation of parent involvement as a means of improving services and results for children with disabilities	110
% of Respondent Parents surveyed who scored schools higher than the gold standard of 600 when rating schools' facilitation of parent involvement as a means of improving services and results for children with disabilities	26%

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:**

The "Year 2" districts surveyed were a representative slice of Idaho with surveys returned from every district. The SEPPS score was 2 points lower than last year, a difference that lacks statistical significance (18 point change needed for statistical significance). That score means that 26% of the parents who returned the survey scored school facilitation of parent participation at or above the gold standard of 600. This percentage is unchanged from the prior year.

Areas parents scored highest:

1. "Teachers available to speak with parents"
2. "Parents considered equal partners with teachers and other professionals in planning child's program"
3. "All of the parent's concerns and recommendations were documented on the IEP."

Areas indicating room for school improvement:

1. "Parents are given information about organizations that offer support for parents of students with disabilities."
2. "Schools offer parents training about special education issues."
3. "Parents were given information about options their child will have after high school."

Improvement activities accomplished during FFY 2006 included:

1. Conducting the NCSEAM survey according to the SPP.
2. Idaho Parents Unlimited, Inc. (IPUL) provided training in all six regions to parents on the new Special Education Manual. SDE coordinators and regional consultants attended and were available to answer questions.
3. Dispute Resolution and Parent Involvement Coordinators along with Regional Consultants attended four parent advocacy group meetings, including Federation of Families, Idaho Parents Unlimited, and Idaho Panhandle Autism Society, to answer questions from parents around the following issues: parent rights, student rights, LRE, timeliness in the delivery of services, and options/venues to voice their concerns/frustrations.
4. Development of Parent and School Success (PASS) learning community which has been established on the Idaho Training Clearinghouse website at <http://itcnew.idahotc.com/> using State Improvement Grant money.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2007:**

Initially, Idaho adopted the NCSEAM survey because we understood it to be a requirement necessary to fulfill the requirements of this indicator. Our original parent survey that many found useful for improvement planning was abandoned in the process, only to be resurrected and used again in the self-assessment monitoring process on a limited scale when patrons expressed dissatisfaction with the NCSEAM survey, resulting in a dual parent survey system.

The results of the NCSEAM survey, although scientifically “valid and reliable” has had limited usefulness to state and district improvement planning, beyond simply reporting for this indicator. The state is also concerned that because of the low return rate, the “N” is not high enough to allow results to be publicly reported for most districts in Idaho, therefore forfeiting that leverage for change.

Since OSEP does not require states to use the NCSEAM survey as previously thought, Idaho is considering making some changes to better meet the needs of our patrons while continuing to meet federal reporting requirements. However, we feel the need for OSEP’s approval before doing so. Idaho would like to make changes to the process and survey questions, perhaps blending the new and the old surveys, bringing the process back in-house, and using trained parent interviewers to follow up to increase the return rate. Idaho will be following up with the OSEP state contact regarding these possible changes. The sampling plan that was developed with the assistance from WRRC and Caesar DeGord would continue to be used and the cycle that was developed for participating districts through FFY 2011 would remain unchanged. A new activity was added to the SPP to explore this possibility.

There have been many staff changes at the SDE over the past year, and with those changes came fresh new ideas for improving parent involvement that will benefit a variety of stakeholders in Idaho. The following new activities have been incorporated into the activity section of the SPP.

#### **New Improvement Activities/Timelines/Resources:**

<b>FFY</b>	<b>Activities</b>	<b>Projected Timelines</b>	<b>Projected Resources</b>
<b>2007-2008</b>	--Initiate a “Parent Collaborative” involving Special Education, Safe and Drug Free Schools, Consolidated School Health, Title I, Child Nutrition, Gifted and Talented, parents and school representatives. --Hold regular meetings every 2 months to develop collaborative relationships and to discover common requirements and activities of each program that could be collaboratively delivered --Identify the needs of parents and schools, plan collaborative activities, braiding resources to meet these needs.	September 2007 - May 2008	SpEd Parent Coordinator & personnel and funds from each of the state and federal programs participating
<b>2007-2008</b>	--Initiate a statewide “Statewide Parent Leadership Group” with parents, representatives from the Federation of Families, and Idaho Parents Unlimited. --Identify the areas in which parents would like to receive training and education. --Collaboratively work to strengthen relationships between schools and parents.	November 2007 – June 2008	SDE Parent Involvement Coordinator  VI-B Funds
<b>2007-2008</b>	Improve working relationships and minority parent involvement by inviting parents from tribal schools and Hispanic communities to discuss concerns specific to their children and education.	March 2008	Dispute Resolution and “Parent Collaborative” Coordinators Indian Education Coordinator Braided funds from each participating program

<b>2007-2008</b>	--Continue using the NCSEAM survey for "Year 3" districts. --Discuss revised survey options with OSEP --If approved, develop a survey that better meets the needs of the Idaho constituency.	March 2008  Feb. 2008 March – July 2008	Parent Coordinator  VI-B Funds
<b>2008-2009</b>	Distribute the revised parent survey to parents in the "Year 4" districts	January 2009	Parent Coordinator  VI-B Funds
<b>Wording change</b>	In later year activities, "NCSEAM" is replaced with the new approved survey		
<b>Wording change</b>	People responsible and funding sources have been expanded to include members of the collaborative groups		Collaborative partners added

**Overview of the Annual Performance Report Development:**

A work group was formed with members including SDE Coordinator, ESL Coordinator, school psychologists, special education directors, ESL Program Managers/teachers, and SLPs to discuss the expectations and challenges of educating a diverse population and to make recommendations for technical assistance that will positively impact Indicators 9 and 10 and encourage collaboration across federal programs in meeting student's needs.

**Monitoring Priority: Disproportionality**

**Indicator 9:** Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

**Measurement:** Ages 6-21, 618 child count data is analyzed

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification) divided by the (# of districts in the State)] times 100.

**Data is taken from the 618 child count.**

Idaho's E-Formula used to flag disproportionate districts:

$$E = A + \text{Sqrt} [A * (100-A)/N]$$

Where:

E = Maximum percentage of the total special education enrollment in a district allowed for a specific ethnic minority group.

A = Percentage of the same ethnic minority group in the district enrollment

N = Total special education enrollment in the district

**Idaho's definition of "disproportionate representation."** The number of districts with disproportionate representation by race/ethnicity, either over or under represented, defined as >5 over or under the statistically expected range, as determined by using the E-Formula and where identification procedures, practices, and policies have been reviewed by the SDE and are found to be inappropriate, divided by the total number of districts.

**Description of how Idaho determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification:**

By applying the E-Formula, districts with numbers outside statistical expectations are identified for an evaluation of their policies, practices, and procedures used to identify students for special education.

**Under-Identification Procedure:** If students of a specific race/ethnicity are identified at a rate that is more than 5 less than the statistically expected range, as determined by applying the E-Formula, additional data are triangulated to determine if a probable need exists for special education eligibility for the under-represented race/ethnicity. The additional data components to review in regards to under-identification are 1) over-all special education identification rate that is lower than 9% and 2) statewide assessment average scores for this subgroup that are lower than the state average for the same sub-group.

**Over-Identification Procedure:** If students of a specific race/ethnicity are identified at a rate that is

more than 5 higher than the statistically expected range, as determined by applying the E-Formula, the following questions are considered:

- Have inappropriate policies, practices, or procedures been previously identified and documented during onsite monitoring and added to the district improvement plan?
- Has the district self-identified this and documented it as an issue during their monitoring self-assessment and it was not corrected within 365 days?
- Have inappropriate or biased eligibility processes, practices and procedures been previously identified and documented during the SDE annual child count verification process?

If the answer to any of these questions is “yes”, and the verification recent, the district may be found noncompliant. Noncompliance is addressed through the Determination Levels process.

In Idaho, “Significantly disproportionate” is defined as:

- >10 outside the statistically expected range as determined by applying the E-formula; and
- SDE has verified district use of inappropriate identification due to policies, practices, or procedures.

Districts with “significant disproportionality” must set aside 15% of VI-B funds for early intervening services for the impacted group.

FFY	Measurable and Rigorous Target
2006-2007	0%

**Actual Target Data for 2006-2007:** 5.6% = [(7 districts divided by 125) times 100]

Number of districts with disproportionate representation, either over or under statistical expectation as described above 15

Number of those districts with inappropriate identification 7

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:**

**Progress:** Progress occurred as the percentage of districts with disproportionate representation due to inappropriate policies, practices, or procedures improved from 16.1% to just 5.6%, much closer to our goal of 0%. These numbers represent 7 out of Idaho’s 125 school districts. Five of these districts over-identified Hispanic students, 4 over-identified Native American students, and 1 over-identified Black students as having a disability using inappropriate policies, practices, or procedures. No districts that under-identified a specific race/ethnicity met the additional criteria listed in the measurement section above and therefore they were not found noncompliant at this time.

Follow up with districts found noncompliant on this indicator last year included technical assistance offered through the SDE coordinators and regional consultants, integrated onsite visits including representatives from other federal programs: Title 1, Migrant, ESL, as well as coordinators from Math and Reading. Extensive classroom observations were conducted by the team with data results reported out in an exit meeting with the school and district administrators. The observations included identifying use of scientifically research based curriculum and interventions, alignment with Idaho standards, curriculum



mapping, use of differentiated instruction, and using SBR materials with fidelity. We also watched for teaching strategies that are known to benefit students with language and cultural differences.

The one constant we observed during these integrated visits was the lack of tier two interventions. All districts except one were using SBR curriculum in the general education classrooms but no additional intervention was available for struggling students in general education. Students who struggled tended to be quickly referred for a special education evaluation without evidence of SBR interventions or data showing student response to intervention. We also noted inconsistency in SBR intensive interventions used in pull-out settings making it unlikely that these students would benefit. These observations suggest that disproportionate representation in special education programs is a system issue, not just a special education issue.

School districts identified with disproportionality due to inappropriate policy, practices or procedures were notified and required to convene a team to review district procedures and revise as needed. Technical assistance was offered by the SDE but the district was allowed choice in how the district would address the issues they found. Revising policies and procedures was required and these became part of the district improvement plan. All districts complied with this requirement. Practices, however, vary by district with some making great strides and just a couple taking only baby steps. For those districts whose practices appear to be lingering behind their revised policies, technical assistance becomes more prescriptive and mandatory until compliance is achieved. More frequent reporting on progress is also required. Two districts did not achieve compliance within a year. In the other districts, significant progress has been noted, resulting in more appropriate services for the students and improved data for the state.

**The following activities are listed in the SPP for implementation in 2006-2007:**

- Notify any new districts where disproportionality occurred and follow the established process
  - Status: Completed and Ongoing
  - Performance data around this indicator is made available for districts and was used as criteria in the Determination Levels process. Districts have been notified of current status and need for improvement.
- Continue training on PBS, RTI, and Differentiated Instruction to provide early interventions
  - Status: completed for 2006-2007
  - Regional Consultants continued to provide training in each region for RTI as a means for schools to provide early interventions.
  - Differentiated Instruction trainings were offered around the state by Regional Consultants and Gifted/Talented Coordinator.
- Conduct integrated onsite support visits to improve instructional delivery across programs
  - Status: partially completed prior change of staff with the new administration in Jan. 2007.
  - Integrated Onsite Support Visits with Title 1, Migrant, ESL and Indian Education Coordinators were conducted.
- Continue developing strong collaboration across federal programs (SpEd, Title 1, Migrant, ESL, Indian Ed)
  - Federal Programs (Title 1, Migrant, ESL, Special Education, and Indian Education) collaborated on the School Improvement Plan, incorporating special education improvement into the larger school and district improvement activities resulting in a single unified district and school plans.
- Collaborate with SDE ESL Coordinator to incorporate the same guidance regarding identifying LEP students with disabilities, in both the Special Education Manual and the ESL Manual

- Status: Completed
- Both programs collaborated on a guidance document for the Idaho Special Education Manual 2007.
- Notify significantly disproportionate districts of the 15% set aside of Part B funds for early intervening services
  - Status: Established level of “significantly disproportionate”
- Continue to monitor LEAs for compliance and provide training and technical assistance to LEAs
  - Status: carried out during 2006-2007 and continuing.
  - Provided training around compliance and appropriate evaluation and eligibility. (Available at the Idaho Training Clearinghouse)  
<http://itcnew.idahotc.com/DNN/LinkClick.aspx?fileticket=cljPWdsCRRA%3d&tabid=582&mid=1736&forcedownload=true>
  - Districts completed an annual monitoring activity that included items involving appropriate evaluation and eligibility. (Identification and Correction of Compliance Activity)
  - Regional Consultants provided on-site technical assistance around evaluation and eligibility.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

Justification for changes to SPP “Measurement”:

- Procedures for identifying districts with disproportionate representation using the E-formula has been changed slightly, from a trigger of >4 to a trigger of >5 to align with actual practice.
- Procedures for determining if the disproportionate representation was due to policies, practices, or procedures were better defined.
- “Significant disproportionality” was defined.

In the efforts to improve performance, the state has worked to clarify expectations and provide more specific and appropriate guidance to districts. In addition, a major component of compliance within this indicator is parent involvement and informed consent. These efforts are necessary activities to address compliance and performance to Indicator 9.

**New Improvement Activities/Timelines/Resources:**

FFY	Activities	Projected Timelines	Projected Resources
New	An Eligibility Task Force was formed with members including: SDE, ESL, school psychologists, special education directors, ESL Program Managers/teachers, SLPs. The purpose of this group is to clarify issues around eligibility and to develop a guidance document for assisting school personnel in selection of assessments and key components in a comprehensive	September 2008	SDE Coordinator VI-B Funds

	eligibility report.		
<b>New</b>	The Statewide Parent Leadership Team with parent representatives from minority groups (as referred to in Indicator 8's Improvement Activity #3) will identify parent's knowledge, awareness and concerns in the area of over-representation of minority students in special education.	November 2008	SDE Coordinator  VI-B Funds
<b>New</b>	Update training module on appropriate special education identification procedures regarding culturally or linguistically diverse students. Post training module on ITC website.	August 2008	SDE Coordinator  VI-B Funds
<b>New</b>	Include this indicator in district "determination" levels	September 2007	Determination Workgroup  VI-B Funds
<b>New</b>	Performance Response workgroup will collaborate to develop a district performance response worksheet for data drill down and effective improvement strategies.	February – June 2008 meetings	SDE Coordinator Workgroup VI-B Funds

**Overview of the Annual Performance Report Development:****Monitoring Priority: Disproportionality**

**Indicator 10:** Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

**Measurement:** Ages 6-21, 618 child count data is analyzed

Percent = [(# of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate policies, practices, or procedures) divided by the (# of districts in the State)] times 100.

**Idaho's definition of "disproportionate representation:"**

The number of districts with disproportionate over representation by race/ethnicity, defined as >5 over or under the statistically expected range, as determined by using the E-Formula and where identification procedures, practices, and policies have been reviewed by the SDE and are found to be inappropriate, divided by the total number of districts.

**E-Formula applied to Indicator 10:**  $E = A + \text{Sqrt}[A * (100-A)/N]$

*Where:*

E = Maximum percentage of a specific disability category in a district allowed for a specific ethnic minority group.

A = Percentage of the same ethnic minority group in regular education in the district

N = Total number of special education students in the district identified with that specific disability

**Refer to description given in indicator 9.**

FFY 2006	Measurable and Rigorous Target
2006 - 2007	0%

**Actual Target Data for FFY 2006:** 10.4% = [(13 districts divided by 125) times 100]

**Number of Districts with Disproportionate Over Representation as Listed Above**

<b>Disability</b>	<b>Asian</b>	<b>Pacific Islander</b>	<b>Black</b>	<b>Hispanic</b>	<b>Native American</b>	<b>White</b>
Autism	0	0	0	0	0	2
Emotional disturbance	0	0	0	0	0	4
Mental retardation	0	0	0	0	0	0
Health impairment	0	0	0	0	0	2
Learning Disability	0	0	0	9	2	1
Language Impairment	0	0	0	6	0	0

**Number of Districts with Disproportionate Under Representation as Listed Above**

<b>Disability</b>	<b>Asian</b>	<b>Pacific Islander</b>	<b>Black</b>	<b>Hispanic</b>	<b>Native American</b>	<b>White</b>
Autism	0	0	0	2	0	0
Emotional disturbance	0	0	0	3	0	0
Mental retardation	0	0	0	0	0	0
Health impairment	0	0	0	4	0	0
Learning Disability	2	0	0	0	0	9
Language Impairment	0	0	0	0	0	7

**Number of Districts with Disproportionate Representation as Listed Above  
Due to Inappropriate Identification**

<b>Disability</b>	<b>Asian</b>	<b>Pacific Islander</b>	<b>Black</b>	<b>Hispanic</b>	<b>Native American</b>	<b>White</b>
Autism	0	0	0	0	0	0
Emotional disturbance	0	0	0	0	0	0
Mental retardation	0	0	0	0	0	0
Health impairment	0	0	0	0	0	0
Learning Disability	0	0	0	9	2	0
Language Impairment	0	0	0	6	0	0

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:**

*Refer to Indicator 9. Activities apply to both indicators 9 and 10.*

Refer to Indicator 9 for information regarding districts found out of compliance on this indicator in the previous year.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

*Refer to statements and activities in Indicator 9.*

**Overview of the Annual Performance Report Development:**

Idaho has involved various stakeholders (including district software user groups and on-line developers) in the discussion of possible improvement strategies related to the collection and reporting of data elements within this indicator. Idaho has consulted with outside consultants and software companies to develop more sensitive methods for collecting and reporting data. It is important to the State of Idaho that the implementation of the requirements around this indicator align with processes that districts already use for completing reporting requirements as well as meet federal requirements.

Improved data collection will allow for a better analysis and evaluation of improvement activities that address the ability of districts to meet the established 60 day timeline. Input was sought around known factors and the resulting improvement activities reflect the priorities of both the SDE and the stakeholder groups involved. The development of the Annual Performance Report is based upon a continued analysis of data and evaluation of all components.

Idaho has had state code regarding the 60-day timeline that exceeds the federal requirements. Idaho Code reads: *The total timeline from receipt of Consent for Evaluation to implementation of the IEP shall not exceed 60 calendar days, unless both parties agree to an extension.* (IDAPA 08.02.03.109.04) Data is collected on LEA compliance with both the federal regulations and state code through the state's monitoring process. This means that the state measures the implementation of the IEP within 60 days of consent, not just the completion of the evaluation.

The data for this indicator was gathered through the monitoring process. Idaho's Continuous Improvement Monitoring System (CIMS), is representative of the statewide population over a 5 year cycle. Districts and charter schools (LEAs) have been divided into five cohorts of approximately equal overall student numbers, based on total enrollment in the LEA. Each cohort contains small, medium, and large-sized districts; remote, rural, and urban districts; and elementary and secondary charter schools. Those districts in cohort 1 of the cycle (Self Assessment) provided the data around Indicator 11. In addition, other verification activities were included in the identification of compliance with Indicator 11.

Idaho will continue to collect this data in part during monitoring visits, but will strengthen the data for this indicator in two main ways.

The state currently uses the monitoring process to identify whether or not eligible students have been evaluated and the IEP has been implemented within 60 days from parental consent. Idaho is currently in the process of implementing a method to track compliance with all initial evaluation timelines, whether determined eligible or not eligible. The mechanism will also include for students found both eligible and not eligible, the number of days beyond the time line (if exceeds 60 days) and reasons that a time line may have been mutually extended or not met.

In addition, as a part of the requirements for Indicator 15 Idaho will be collecting data on the compliance and timely correction of non-compliance around this indicator annually statewide. The data for this indicator beginning in 2007-2008 will be inclusive of additional monitoring data that involves districts beyond those involved in the self assessment cycle.

**Monitoring Priority: Effective General Supervision Part B / Child Find**

**Indicator 11:** Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:**

- a. # of children for whom parental consent to evaluate was received.
- b. # determined not eligible whose evaluations and eligibility determinations were completed within 60 days
- c. # determined eligible whose evaluations and eligibility determinations were completed within 60 days

Account for children included in a but not included in b or c. Indicate the range of days beyond the timeline when eligibility was determined and any reasons for the delays.

Percent = [(b + c) divided by (a)] times 100.

FFY 2006	Measurable and Rigorous Target
2006-2007	100%

**Actual Target Data for FFY 2006:**

a. Number of Children with Parental Consent for Initial Evaluation	b. Within 60 Days, Number Found Not Eligible	c. Within 60 Days, Number Found Eligible & IEP Implemented	d. Number that exceeded the 60 day timeline	e. Percent determined within 60 day timeline
501*	Not available	446	35	446/481 92.7%

\* a is the Total Number of Children with Parental Consent for Evaluation (initial and reevaluation) who were already eligible or ultimately found eligible (501). By cross referencing data items collected through our monitoring process, the approximate total number of eligible students involved in an initial evaluation can be calculated (481).

The Idaho time line requires evaluation completed and IEP implemented within 60 days from consent to evaluate. Those eligible students involved in an initial evaluation that was completed and the IEP implemented within the 60 day timeline (c. 446) and that exceeded the time line (d. 35) can be identified.

Percent = [(b + c) divided by (a)] times 100 cannot be used to calculate e at this time. Therefore, e is calculated using the total number of eligible students involved in an initial evaluation (481) as the denominator to the total number of eligible students involved in an initial evaluation that had an IEP implemented within 60 days (446).

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006:**

**Progress:** Progress occurred as the percentage of initial evaluations that met the 60 day timeline increased from 91.4% in the prior year to 92.7% during 2006-2007 (1.3% increase) although it still fell short of the goal of 100%.

Progress is attributed to SDE increased emphasis of compliance during training and technical assistance activities during the 2006-2007 year. Idaho anticipates that as the expectations become more explicit, the data collection becomes more sensitive, and the training and technical assistance become more targeted, that this indicator will continue to demonstrate progress statewide.

Districts found out of compliance on this indicator last year have all corrected noncompliance and have no additional findings in this area.

With the massive restructuring of the SDE, development of this web based data collection was sidelined without the knowledge of key special education staff. As a result, the web based data collection tool was not ready in time for the APR, so monitoring data was again aggregated for this indicator, as was the case last year. However, because it was expected that the web based system would collect these data, along with the range of days late and the reasons for the delay, those pieces had not been collected with the monitoring data so that piece was not available for reporting. When this oversight was discovered, the web based project was put on a fast track and will be ready to accept census data from all districts by the end of April 2008. The SDE also worked with the Excent Tera company that handles 80% of Idaho's IEPs, to develop a report that generates these data directly from the Tera database, saving teachers valuable reporting time and better ensuring the accuracy of timeliness because it is based on the actual dates of consent for assessment, eligibility determinations and start dates of the IEPs. The February 2009 APR will contain all required information.

**Activities listed for 2006-2007 included:**

- Continue to monitor initial evaluation timelines in all on-site monitoring visits
  - Status: completed
  - The initial evaluation timelines remained a part of the monitoring process both in the self assessment monitoring activities and in the on-site activities. In addition, Idaho has developed and is implementing an annual monitoring activity for both the SDE and districts to continuously monitor and correct non-compliance, including this indicator.
- Provide training and technical assistance to districts with monitoring findings on this indicator
  - Status: completed
  - Inherent in the implementation of this annual monitoring activity is direct technical assistance to districts with issues in compliance around this indicator. In addition, training and materials have been made available in various formats for this indicator as well as for other compliance indicators.

The state has been working with the major IEP software companies to align data components needed and address collection and reporting options. Excent-Tera has been working with our state to develop methods for gathering the data via the software application. Roughly 80% of the districts in the state contract with Excent-Tera. Idaho is in the process of implementing a method to track compliance with all initial evaluation timelines, including a valid and reliable method to collect data on students with consent for evaluation that are ultimately found not eligible. It also includes a method for reporting around the 60 day timeline: number of days and reasons that a time line may not have been met. Idaho continues to work towards accomplishing this activity in a way that provides valid and reliable data. In addition, these data components will be collected through the focused monitoring activities in the spring of this 2007-



2008 year. This improvement activity continues to be a priority for both the 2007-2008 year and the 2008-2009 year.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

Idaho will add Improvement Activities for 2007-2008 and 2008-2009 in order to meet the compliance expectations around Indicator 11. In addition Idaho will adjust improvement activities for following years to cover the six years of the SPP. Idaho has become aware through efforts towards compliance, that additional data elements are required to appropriately address this indicator. Idaho has also become aware through this process of the additional specific activities required and the appropriate resources needed to reach a measurable and rigorous target of 100%. Therefore the following revision to the improvement activities, measurement, timelines, and resources is necessary.

FFY	Activities	Projected Timelines	Projected Resources
<b>2007 (2007-2008)</b>	Data development: Work with stakeholders to develop a mechanism to track compliance with all initial evaluation timelines and all required data elements.	February - August 2008	Special Education Directors Quality Assurance Coordinator Grants Coordinator Regional Consultants Stakeholder Group (inclusive of software user groups) VI-B funds
<b>NEW</b>	Work with software user groups, on-line groups, and other stakeholders to develop functions/tools that allow for efficient reporting and collection of this data. <i>Measurement: Mechanism developed with all required data elements.</i>		
<b>NEW</b>	Add a method in this year's on-site monitoring visits for collecting data on all components of this indicator.  Train Personnel on appropriate reporting and collection of these data elements. <i>Measurement: Adjusted Monitoring Tools that assist in collecting the required data elements for on-site visits.</i>	February 2008	Special Education Directors  Quality Assurance Coordinator  Regional Consultants  VI-B funds
<b>NEW</b>	Continue to monitor initial evaluation timelines across monitoring activities both at the state level and the district level.  Continue to evaluate the compliance (and timely correction of non-compliance) around this indicator through activities aligned with Indicator 15. <i>Measurement: Tri-annual reports statewide indicate an Increase in number of students found eligible and not found eligible that are evaluated and have IEP implemented within 60 days.</i>	2007-2008 Annually	Quality Assurance Coordinator  Regional Consultants  VI-B funds
<b>NEW Wording</b>	Provide training and technical assistance to districts with monitoring findings on this indicator based on analysis of data. <i>Measurement: Increase in number of students found eligible and not found eligible that are</i>	2007-2008 Annually	Quality Assurance Coordinators  Special Education Coordinators

	<i>evaluated and have IEP implemented within 60 days.</i>		Regional Consultants VI-B funds
<b>NEW</b>	<p>Implement a mechanism to track compliance with all initial evaluation timelines.</p> <p>Provide training to districts around data elements and compliance with this indicator.</p> <p><i>Measurement: Mechanism implemented in a manner that yields valid, reliable, and timely data for this indicator.</i></p>	2008	<p>Quality Assurance Coordinator</p> <p>Grants Coordinator</p> <p>Regional Consultants</p> <p>VI-B funds</p>
<b>NEW</b>	<p>Continue to work with a stakeholder group to analyze data, evaluate data collection, and evaluate the monitoring and improvement activities around this indicator.</p> <p><i>Measurement: Monitoring System implemented in a manner that yields valid, reliable, and timely data for this indicator and progress towards target.</i></p>	2008-2009 Annually	<p>Special Education Directors</p> <p>Quality Assurance Coordinator</p> <p>Stakeholder Group</p> <p>VI-B funds</p>
<b>NEW Wording</b>	<p>Continue to monitor initial evaluation timelines across monitoring activities both at the state level and the district level.</p> <p>Continue to evaluate the compliance (and timely correction of non-compliance) around this indicator through activities aligned with Indicator 15.</p> <p><i>Measurement: Tri-annual reports statewide indicate an Increase in number of students found eligible and not found eligible that are evaluated and have IEP implemented within 60 days.</i></p>	2008-2009 Annually	<p>Quality Assurance Coordinator</p> <p>Regional Consultants</p> <p>VI-B funds</p>
<b>NEW Wording</b>	<p>Provide training and technical assistance to districts with monitoring findings on this indicator based on analysis of data.</p> <p><i>Measurement: Increase in number of students found eligible and not found eligible that are evaluated and have IEP implemented within 60 days.</i></p>	2008-2009 Annually	<p>Quality Assurance Coordinators</p> <p>Special Education Coordinators</p> <p>Regional Consultants</p> <p>VI-B funds</p>

**Overview of the Annual Performance Report Development:**

Idaho's data collection process for this indicator was revised to provide accurate data elements in alignment with the SPP measurement table. The data collection process for preschool special education programs has been discussed with special education directors and consulting teachers at the district level. Regional consultants have also been involved in reviewing district data for schools in their geographical areas. Some of the regional consultants for the State Department of Education are attending the Early Childhood Coordinating Council meetings around the state to keep informed of practices in their region/districts, as it relates to district compliance with timely transition. District data from last year was reviewed by the SDE staff and regional consultants and incorporated into the district determinations. SDE staff met with Part C state representatives to discuss policies and procedures to improve the statewide transition process and data sharing. The 619 coordinator participated in some regional/district meetings to discuss transition issues prior to the revisions of the local/regional interagency protocols. Some discussion related to transition practices also occurred during three statewide meetings that were held as a Head Start collaboration initiative to discuss key components of the interagency agreements to align the language with Head Start requirements.

Idaho collected early childhood transition data from 100% of districts in a new web-based format on children who transitioned from July 1, 2006 through June 30, 2007. Prior to the data collection, a webinar was conducted to train districts on data definitions and the reporting procedure. The purpose of the training was to ensure that data being reported was valid and reliable. An unintended outcome was the discovery of specific challenges districts were facing. Problem solving occurred and FAQ documents were created and distributed to ensure consistent data collection practices throughout the state.

Idaho Part B and Part C programs elected to participate in the technical assistance initiative being provided by the Western Regional Resource Center.

**Monitoring Priority: Effective General Supervision Part B / Effective Transition**

**Indicator 12:** Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:**

- a. # of children who have been served in Part C and referred to Part B for eligibility determination. (792)
- b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays. (Not available)
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays. (337 out of 558)
- d. # of children for whom parent refusal to provide consent caused delays in evaluation or initial services. (107)

Account for children included in a but not included in b, c or d. Indicate the range of days beyond the third birthday when eligibility was determined and the IEP developed and the reasons for the delays.

Percent = [(c) divided by (a – b – d)] times 100.

FFY 2006	Measurable and Rigorous Target
2006-2007	100% of all children referred from Part C to Part B have eligibility determined, and if eligible, have IEP developed and implemented by the child's 3 <sup>rd</sup> birthday

**Actual Target Data for FFY 2006:****FFY 2006****Actual Target Data for 2006-2007****Early Childhood Transition**

2006-2007	Total Number	Number Timely	Percent Timely
a. # of children who have been served in Part C and referred to Part B for eligibility determination.	762	623	82%
e. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.	126	116	92%
f. # of those found eligible who have an IEP developed and implemented by their third birthdays	636	507	80%

**Reasons for Late Early Childhood Transitions**

	Number	Percent
Parent refusal to provide consent or access services caused delays in evaluation or initial services	38	27%
Part C Infant Toddler Program notified the district too late	74	53%
School district caused delay in IEP and/or services	27	19%

**Range** = 176 [minimum 1 day to a maximum of 177 days late in one case]

**Correction of LEA Noncompliance:**

The data that was collected and reported for FFY 2005 were used as a base for follow up and correction of noncompliance. Included in the follow up was a data inquiry to clarify errors in data collection. Of the 111 LEAs submitting data, 56 reported noncompliance. Following corrective action, 30 of the 56 LEAs reported correction to the noncompliance.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for 2006:**

**Progress** has occurred, web-based data development was completed, and we now have data that is valid and reliable that can be used to make improvement decisions.

**In response to the noncompliance** cited by OSEP in the letter we received on June 15, 2007, we want to make it clear that the data submitted was for children whose IEPs were developed **and implemented** by their 3<sup>rd</sup> birthday. The omission of the word "implemented" in the APR was in error. However, the actual practice behind those numbers was compliant, as the IEP was both developed and implemented in order to be included in the numbers submitted for Indicator 12, FFY 2005. Available data from 2005-2006 are included in this APR section: "Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006" and also included in the SPP.

**Progress:** Data for 2006-2007 indicate 82% of early childhood transitions between Part C and Part B successfully occurred by the child's 3<sup>rd</sup> birthday and the IEP was also implemented by the 3<sup>rd</sup> birthday, as compared to 59% for the previous year. For transitions missing the child's 3<sup>rd</sup> birthday, the number of days ranged from a minimum of 1 day late to a maximum of 177 days, with the majority of delays less than 35 days. Of the 762 referrals from Part C, only 3.5% were reported as delayed because of issues at the school or district level. The range of days late also improved from 364 in 2005-2006 to 176 in 2006-2007.

Data drill down occurred and the findings are:

- 100% of districts reported their Early Childhood Transition data
- 82% of Early Childhood Transitions between Part C and Part B successfully occurred by the child's 3<sup>rd</sup> birthday, with eligibility determined, and if eligible, an IEP developed and implemented.
- 35 out of 116 school districts (30%) had at least one late Early Childhood Transition between July 1, 2006 and June 30, 2007.
- 5 of Idaho's larger school districts accounted for 60% of late transitions.
- The range of days for late transitions varied widely, from 1 day late to 177 days late.
- The midpoint of late transitions was 35 days.
- Of the 762 referrals from Part C, only 3.5% were reported as delayed because of issues at the school or district level, things that districts feel they can control.
- In 13% of late transitions, there was no loss of service to the child, even though development of the IEP was delayed.

We looked into the late transitions, beginning with the most dilatory, and discovered unique situations that sometimes delayed the best plans and intentions of school district staff to make those transitions prompt and seamless. Here are some stories from "the trenches":

The transition that was most delayed was the result of a parent decision to delay the start of services offered by the school district. Eligibility was determined prior to the child's 3<sup>rd</sup> birthday and the district offered a FAPE. The placement determined by the IEP team to be most appropriate in meeting the child's unique needs was a special preschool setting. The parent visited the program to make an informed decision, but then chose to delay enrollment in the preschool until the fall, 177 days after the child turned 3.

The next "latest" IEP was delayed by 145 days. The district reported that this child had a speech impairment and was in foster care. The foster parents postponed or cancelled several meetings and the school year ended without a meeting occurring. Before leaving for summer break, the SLP contacted the foster parents by phone and agreed to set up a meeting for August when she resumed her contract with the district. In August, the foster parents thought the child was going to be adopted within a few days and would be moving out of state before school started, so they declined a meeting.

and requested screening results. When the adoption process took longer than expected, an eligibility and IEP meeting was quickly arranged and services began in early September. The adoption finally went through and the child was able to enter her new school out of state with a current eligibility and IEP.

Another transition that was 126 days late was caused by the child's medical condition that required surgery and an extended hospital stay. The transition did not occur until after the child came home.

For another child, the transition meeting was held in March, one month prior to the child's 3<sup>rd</sup> birthday. Eligibility was determined and FAPE was offered with services beginning on the child's 3<sup>rd</sup> birthday. The mother declined services until fall, causing the transition to exceed the timeline.

Another transition was 133 days late. In this case the student dropped out of the Infant Toddler Program (ITP) after the 2 1/2 year transition meeting. Despite ITP's attempts to reach the parents, they failed to return the calls. The school was finally able to track the parents down in October and, although tardy, successfully enrolled the child in the preschool.

The next example is a late transition due to not having an IEP in place, yet services for the student were never interrupted. One district reported that eligibility was determined prior to age 3, but the preschool teacher preferred to work with a student for about a month (after the child turned 3) before developing an IEP. When the child was referred in late spring and turned 3 during the summer, the IEP was inappropriately delayed until fall. However, all these children were reported as receiving full services, including transportation, speech/language, personal care, etc. during this "evaluation" period. This district now recognizes the problem and has changed their procedures to develop the initial IEP by the child's 3<sup>rd</sup> birthday and amend, if needed, or will consider adopting the IFSP to use during that "evaluation" period.

Another district reported that transition tardiness was caused by a variety of factors, including finding a time when all the required staff, including a general education teacher, were able to attend, as well as trying to find a convenient time that will work for the parent. They report that it is common to have to reschedule a meeting a couple of times, and often due to parent requests.

Improvement activities listed in the SPP for 2006-2007 and the status of each are listed below:

- Ensure timely data reports for each subsequent APR from C and B, and from monitoring data.
  - Status: Reliance on Part C data on transition was replaced by a web-based data collection system developed by the SDE that met all required parts of this indicator. (As stated in the SPP, we are no longer using Part C exit data because the data elements do not match Part B requirements.)
  - School and district staff were trained via Webinar prior to opening the data collection window
  - Webinar was recorded for access by those who could not join the live presentation.
  - PowerPoint training module was developed and posted on the state website.
  - FAQ document was created and posted on the state website.
  - Technical assistance was given one-on-one as calls and emails came into the SDE.
- Continue to identify programs with low referral rates or late transitions and provide targeted technical assistance collaboratively with Part C.
  - Status: Continuing
  - It appears that there has been an increase in Part C referral rates, but that an increased number of children who were referred were not eligible. Data is available at the district level

so high rates of referrals that do not result in eligibility can be targeted for technical assistance.

- As a result of technical assistance to districts around the state, in some rural areas, children continued to receive services from Part C through the summer, even though an IEP was developed or the team agreed to adopt the IFSP, prior to the end of the school year so that the child did not have a break in services.
- Joint targeted technical assistance was not a priority this year.
- Part B was represented at the Early Child Collaboration Meeting(s) to discuss Part C priorities for targeted monitoring visits.
- Monitor current local interagency agreements
  - Status: continuing
  - The 619 coordinator has been monitoring and reviewing local interagency agreements for a description of practices and comparing them to the timeliness of the transitions that occur as a result of these practices.
- Continue to review disputes in early childhood for issues in the transition process
  - Status: There have been no disputes this year related to early childhood transitions.
  - Parent requests that come to the attention of the SDE are referred out to our regional consultants who work with directly with districts. That technical assistance has resulted in successful resolutions prior to due process complaints or hearings.
- Continue to meet annually on-site with Migrant and Seasonal Head Start and Tribal early childhood programs to ensure seamless transitions to Part B for all eligible children.
  - 3 statewide meetings were held this year to address transition issues, but not with these agencies since these children are not receiving Part C services.
  - This activity is appropriate for Indicator 11 since it is "Child Find" rather than transition from C to B.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for 2006:**

**Revision to SPP in response to OSEP letter regarding lack of baseline data for 2005-2006:**

2005-2006	Baseline Data	Total Number	Number Timely	Percent Timely
	a. # of children who have been served in Part C and referred to Part B for eligibility determination.	792 referred		
	g. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.	147 Not eligible	Unknown	Unknown
	h. # of those found eligible who have an IEP developed and implemented by their third birthdays	568 eligible	337	59%

2005-2006 Reasons for Late Early Childhood Transitions	Number
Parent refusal to provide consent or access services caused delays in evaluation or initial services	122
Part C Infant Toddler Program notified the district too late	48
School district caused delay in IEP and/or services	20

**2005-2006 Range** = 364 [minimum 1 day to a maximum of 365 days late, in one case]

In the SPP, targets were set for the following 3 items and some revisions are appropriate due to the reasons listed below each item:

1. 100% of children exiting Part C who are potentially eligible for Part B are referred for eligibility determination

Justification: This is not measurable because nobody knows how many children are "potentially eligible" but never referred. We propose removing this as a target.

2. 100% of children exiting Part C and referred to Part B for eligibility determination have eligibility determined by their third birthday.

Justification: We propose collapsing target #2 and #3 into one measurable target that captures both.

3. 100% of children exiting Part C who are Part B eligible have an IEP developed and implemented by their 3<sup>rd</sup> birthdays.

Justification: NEW proposed combined target covers all 3:

"100% of children exiting Part C and referred to Part B will have eligibility determined, and if found eligible, will have an IEP developed or the IFSP adopted and implemented by the child's 3<sup>rd</sup> birthday."

**Changes to the SPP activities and justification for these revisions are listed below:**

FFY	Activities	Projected Timelines	Projected Resources
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Old Remove	Continue to meet annually with Migrant and Seasonal Head Start and Tribal early childhood programs to ensure seamless transitions to Part B for all eligible children.  Justification: Remove this activity from the transition indicator because these children are not receiving services from Part C and therefore do not transition from Part C to Part B at age 3. Include this as a Child Find activity.  For children who are co-enrolled in Early Head Start or Migrant and Seasonal Head Start, and Infant Toddler Program, Part C will continue to be the lead for transition.	Remove	Remove
Old Remove  New activity added below	Ensure timely data reports for each subsequent APR from C and B and from Parts C and B monitoring data.  Justification: Data is no longer taken from Part C to fulfill Part B data requirements. A new web-based system has been developed by Part B to collect timely and accurate data to use for reporting early childhood transitions in the APR.	Remove	Remove
NEW	Explore the possibility of combining the ECO data system with the EC transition data system for one-stop EC reporting using a single password.  Justification: This activity would lead to a more efficient data collection system.	March 2008	EC Coordinator Data Coordinator VI-B Funds
NEW	Collaborate with Part C to explore the possibility of a shared software (e.g., Excent Tera) that meets the requirements of both agencies for an IFSP and for the IEP for expedited transfer of records during transition.  Justification: This activity has been requested by Part C as a collaborative effort to make improvements.	May 2008	EC Coordinator Data Coordinator VI-B Funds
2008 (2007- 2008)	Convene a stakeholder meeting to discuss issues related to transition and clarification of policies and procedures for statewide consistency.	March 2008	VI-B funds 619 Coordinator Regional Consultants
NEW			Stakeholder group WRCC (Transition Initiative)
NEW	Considering stakeholder input, revise EC transition data collection system to be more 'user friendly' and to improve technical assistance documents.	Spring 2008 thru Fall 2008	Regional Consultants Part C

			619 coordinator
	Ensure timely and valid data reports are submitted from 100% of districts through the new web-based system that has been developed to collect timely and accurate data to use for reporting early childhood transitions in the APR.	Fall 2008 & annually	Regional Consultants 619 Coordinator
NEW	Explore the possibility of combining the ECO data system with the EC transition data system for one-stop EC reporting using a single password and minimizing duplication of data entry.	Spring 2008 to Fall 2008	VI B funds 619Coordinator
	Joint training of Part C and district personnel on the policies and practices recommended by the transition stakeholder group.	Spring 2008 to Fall 2008	619 coordinator Part C Regional Consultants IVB funds
	Enhance the EC transition data system to collect data at the school building level for ease of reporting for larger districts.	April 2008	Data Coordinator VI funds
	Finalize recommended changes to the local interagency protocols	Summer 2008	619 Coordinator Part C Head Start Collaboration

**Overview of the Annual Performance Report Development:**

The Idaho Secondary Transition Council was provided with the data and analyzed the information providing input and recommendations. This Council is comprised of members from local districts, state rehabilitation agencies, parent centers, Council on Developmental Disabilities, Health and Welfare, disability service agencies, juvenile and adult corrections, youth self-advocates, commerce and labor, and community rehabilitation agencies. Each of the 6 meetings held throughout the year, provide time to review data from the various agencies represented and provide feedback to each others state plan development. The meeting held in the month of December 2007 focused on a review of and recommendation for development of the SPP/APR submitted by the State Department of Education. The suggestions and insights from this group were extremely valuable to the development of the SPP/APR for 2008.

**Monitoring Priority: Effective General Supervision Part B / Effective Transition**

**Indicator 13:** Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent = [(# of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals) divided by the (# of youth with an IEP age 16 and above)] times 100.

As a component of our monitoring process 154 IEPs were reviewed for students ages 16 through 21. Of the IEPs reviewed 76 met the identified requirements for measurable post school goals, age appropriate transition assessment, course of study, transition services and annual goals that would reasonably allow the student to reach their post school goals. This represents 49% of the IEPs reviewed. The method used to select the LEAs for monitoring were those LEAs that were in Year 1 of the states five year monitoring cycle. To ensure that data was collected in the same way across the state and obtained accurate and reliable data, training was provided by the SDE regional staff to the LEA administrators responsible for the data collection. In addition, the instrument used in the data collection process has a complete set of directions to guide LEAs as they work through the data collection process. Upon collection the data were reported to the SDE via electronic submission. The data was then reviewed by SDE staff for errors and omissions which were followed up on with the reporting LEA for correction or explanation. It is important to note, the validity and reliability measures built into the data collection instrument by explaining that questions were added to the Secondary IEP Content data collection template. These questions were based on the Indicator 13 Checklist developed by the National Secondary Transition Technical Assistance Center (NSTTAC) and are questions specific to IEP contents that when combined provide data regarding whether the IEP includes coordinated, measurable post-secondary goals and transition services needed to meet goals. Further, directions for the instrument were developed by content experts and practicing teachers to ensure reliability.

FFY	Measurable and Rigorous Target
2006-2007	100%

**Actual Target Data for FFY 2006-2007:**

**IEPs of youth aged 16 that include coordinated, measurable post-secondary goals and transition services to meet goals.**

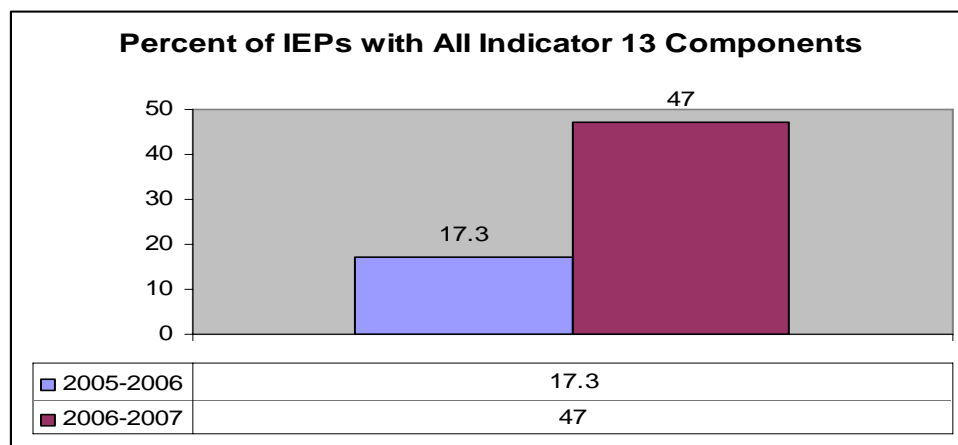
Number of IEPs Reviewed	Number of IEPs Compliant	Percent of IEPs Compliant
161	76	47%

**Correction of Noncompliance**

Number of LEAs Non Compliant FFY 2005	Number of LEAs Correction of Noncompliance	Number of LEAs not Correcting Noncompliance
18	8	10

Follow up data collected showed that 8 LEAs corrected noncompliance for this indicator. Efforts continue to correct continued noncompliance in the additional 10 LEAs. These include regional small group training, SDE regional consultants working 1-1 with teachers, and accessing materials through the Idaho Training Clearinghouse for local training. LEAs with continued noncompliance receive a notice via email that includes instructions regarding technical assistance options. This information is recorded and used to place LEAs in Levles of Determination.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006-2007:**

**Progress**

While the target of 100% was not reached, the percent of youth aged 16 and above with an IEP with all of the Indicator 13 components increased significantly. There were 154 files reviewed in the States monitoring system for '06-'07. Of the 154 files, 76 had all of the Indicator 13 components, which is equal to 49.4 percent of the files containing all IEP components required by this indicator.

To better understand the data and develop improvement activities that will address specific underlying issues, it has been helpful to break out the questions used to answer the indicator. The table below provides the data related to each item districts were asked to report. Each of the IEP requirements shows improvement. Two show significant improvement. These include Measurable Post School Goals and Age Appropriate Transition Assessment.

**Indicator Questions****Percent of IEPs that had each requirement in place**

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FFY 2005

FFY 2006

Measurable Post School Goals	48%	67%
Age Appropriate Transition Assessment	33%	60%
Course of Study	52%	65%
Transition Services	66%	78%
Annual Goals to reasonably reach Post School Goals	72%	76%

**Improvement Activities**

The Secondary Transition Specialist, in conjunction with the cadre of Secondary Transition Mentors and SDE Regional Consultants, facilitated two major projects including developing a Secondary Transition Overview Training and providing that training throughout the state. This training included information on assessment, post-school goals, graduation considerations, and transition services. To support the reliability of the training, across presenters, the Secondary Transition Specialist completed a final review of the presentation materials which included speaking notes. Approximately 61 percent of LEAs attended the training. Many of the LEAs who did not attend the training have received training packets with the speaking notes included. The full benefit of this training will be realized in the 2007-2008. It is interesting to note, that although 49.9 percent of the files reviewed were compliant, when reviewing the same item that only pertained to the LEAs in which a Secondary Transition Specialist works, the percent of files that were compliant on all Indicator 13 components rose to 67 percent. Additional mentors will be added this year.

Prior to the full state Secondary Transition Overview Training, separate regional trainings also occurred this supported the understanding within the LEAs how to incorporate all of the Indicator 13 components into the IEPs; however, there was an emphasis on assessment.

In addition, within the State's monitoring process the LEAs worked with their regional consultant to determine activities the LEAs could use to improve their ability to develop IEPs that include all of the Indicator 13 components.

Additional educational opportunities are available via the Idaho Training Clearinghouse (ITC). The web-based environment allows for a designated location for many secondary transition resources that are easily updated. Due to this convenience, the Secondary Transition Learning Community, within the ITC, supports both our online and traditional training formats with current materials. The Secondary Transition Learning Community can be viewed at <http://itcnew.idahotc.com/DNN/Default.aspx?alias=itcnew.idahotc.com/dnn/st>

Consultation and council with the Transition Leadership Cadre, although emergent, has been valuable to the State as we consider the training needs of pre-service and in-service professionals, paraprofessionals, and parents. Through SIG funds, this cadre will take an even more active roll in this coming year.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2006-2007:**

Improvement activities, timelines, and resources are showing through the data analysis to be effective. No revisions will be made at this time.

**Overview of the Annual Performance Report Development:**

Progress on this indicator is reported in the SPP. Targets will be set in FFY 2010.

**Monitoring Priority: Effective General Supervision Part B / Effective Transition**

**Indicator 14:** Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent = [(# of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school) divided by the (# of youth assessed who had IEPs and are no longer in secondary school)] times 100.

FFY 2006	Measurable and Rigorous Target
2006-2007	(Insert Measurable and Rigorous Target.)

**Actual Target Data for** (Insert FFY):

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for** (Insert FFY):

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for** (Insert FFY)  
[If applicable]

**Overview of the Annual Performance Report Development:**

Idaho continues to implement the underlying structure of the monitoring system with districts distributed across a 5 year cycle participating in various activities, including self assessment and focused monitoring. Strengths from this process have been the strong relationships with districts, a well established SAM process that has built capacity for districts to be pro-active and self-identify system issues, and the ability to provide one-one TA in many instances around data analysis and interventions.

Evaluation of the state system through various stakeholder groups has allowed Idaho to identify adjustments necessary within the Continuous Improvement Monitoring System (CIMS) to meet federal requirements and strengthen the state's overall compliance and performance around all indicators. The identified areas that need to be addressed include increasing the consistency in implementation of monitoring activities across various members of our SDE team, implementing a formalized procedure or policy for notification of non-compliance findings, and building a valid and reliable documentation tool for collecting, reporting, and analyzing the results of monitoring.

The major activity completed in the development of this APR has been working to design, build, and implement a compliance tracking tool resulting in the ability to gather, analyze, and report the required data components. All districts worked with their regional consultants to complete required file reviews this year in order to evaluate progress on the correction of previously identified noncompliance and to identify any new items. The regional consultants provided technical assistance on-site with each district within Years 1, 2, and 3 of the CIMS cycle (74/132 Idaho districts and programs), enabling Idaho to report valid data on this APR for FFY 2005.

Further explanation of the process specific to each component of the measurement is described in the Actual Target Data 2005-2006 section below.

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 15:** General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible, but in no case later than one year from identification.

(20 U.S.C. 1416 (a)(3)(B))

**Measurement:**

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and enforcement actions that the State has taken.



FFY 2006	Measurable and Rigorous Target
2007	100%

**Actual Target Data for FFY 2006:**

Area/Cluster	Total # of programs monitored	# of programs with findings in area	a) # of findings of noncompliance identified in FFY 2005	b) # of findings from (a) for which correction was verified no later than one year from identification*	% for which correction was verified no later than one year from identification
Secondary Transition and Outcomes Indicators 1,2,13,14	22	16	114	99	86.8%
Early Childhood Transition and Outcomes Indicators 6, 7, 12	22	7	13	11	84.6%
General Supervision Indicators 15-20	22	1	1	1	100.0%
FAPE in the LRE Indicators 3, 4, 5	22	20	98	87	88.7%
Parent Involvement Indicator 8	22	16	24	17	70.8%
Disproportionality Indicators 9, 10, 11	22	18	108	96	88.8%
<b>Totals without Dispute Findings</b>	22	-	358	311	86.8%
Dispute Findings	13	7	45 (68)**	47**	47/68 69%
<b>Totals including Dispute Findings</b>	35	-	426	358	84.0%

\* Verification was outside the range of 365 days, refer to description below (1)

\*\* Refer to description below regarding definitions of dispute data (2)

In the table the Area is based on the concept of the OSEP Clusters and was used to provide an organizational structure to gather and analyze the data. Much like the *Tree of Influence* (WRRC 2005), each area has identified items of interconnected compliance that support an increase in statewide performance around each of the associated indicators. Idaho chose to organize compliance items within areas to facilitate the communication with districts and to emphasize the connection of compliance to the overall outcomes and performance. There are 6 main areas or clusters. Most areas are familiar however, some clarification may be necessary for FAPE in the LRE, Parent Involvement, and Disproportionality. FAPE in the LRE includes Indicators 3 (Statewide Assessment), 4 (Suspension and Expulsion), and 5 (LRE Placement). It also includes all IDEA 2004 compliance items around the delivery of service, LRE, and the IEP. Parent Involvement (Indicator 8) includes compliance items directly related to facilitation of parent involvement, such as informed consent and prior written notice. The area of Disproportionality includes Indicators 9 (Disproportionate Representation in Special Education), 10

(Disproportionate Representation in Specific Disability Categories), and 11(Child Find), and all IDEA 2004 compliance items around appropriate evaluation and eligibility.

In FFY 2005 the selection of districts for monitoring was based on the 5 year cycle and on performance around specific indicators. Those districts within Year 1 of the cycle participated in a self evaluation resulting in the development of a Plan for Improving Results (PIR). Review of the District's PIR and performance on identified monitoring priority areas determined those programs that would receive an on-site visit.

The data available from FFY 2005 is representative of both the self assessment process and the on-site monitoring. Other monitoring activities occurred, including desk audits for data verification and technical assistance from regional consultants. The number of districts that participated in each activity is as follows: 22 of the districts within the state's 132 programs participated in self assessment that year and of those, 6 received a general on-site visit, 7 received a targeted on-site visit, 8 received a mini-review and 1 received an initial verification visit. Thirteen districts were involved in complaint investigation. In addition to reporting the total number of districts monitored, Idaho added a column to report the number of districts within those monitored that had findings within a specific area. This data component is valuable as an item for discussion within the monitoring work group as they determine definitions and strategies for systemic issues at both a state and district level.

In 2005 the official notification of a "finding" happened through the district's Plan for Improving Results (PIR). This year Regional Consultants reviewed the districts' plans from FFY 2005 and entered the noncompliance items for each district into the compliance tracking tool. To report progress in respect to the correction of noncompliance, all districts in the state were required to complete a file review activity in 2007. In a follow up to that activity, Regional Consultants arranged to meet on-site with districts and verify correction of previously identified noncompliance, along with setting targets for the upcoming year. The data in (a) was provided through this process.

(1) The data reflected in (b) in the table above is based on activities completed outside of the range of 365 days. In FFY 2005 the system in place to verify correction of specific identified noncompliance within 365 days relied heavily on district self-reporting (PIR). There was not a formalized procedure or schedule for notification and data collection around correction of noncompliance. That has been addressed with the development and implementation of a statewide procedure (including timelines and required activities) for identification and correction of noncompliance.

(2) Dispute Findings: 13 programs were involved in a complaint investigation in FFY 2005. There were 45 "findings" within those complaints investigated (founded allegations). Those 45 "findings" resulted in a total of 68 corrective actions, of which 47 were corrected within 365 days. The 21 remaining corrective actions were from 1 district, 18 were late and 3 were not completed. In the way that complaints are currently addressed, specific corrective actions do not correlate to specific findings (as currently defined). A district may have 7 findings and overall 5 systemic corrective actions that do not tie back to one specific finding, but rather to overall issues.

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:**

**Progress:** 86.8% timely correction of noncompliance findings, up from 84% timely correction of noncompliance findings the prior year.

During the 2006-2007 school year, regional consultants conducted onsite visits in school districts that had compliance findings (total findings=358) during the prior year to verify whether or not correction had occurred in a timely manner. They reported that 311, or 86.8% of the compliance issues had been corrected within 365 days from identification. Items were originally identified through district self-assessments or through SDE onsite visits and were entered into the new SDE web based compliance tracking system.

Districts with continuing noncompliance were notified and will be closely monitored, with more frequent reporting requirements and prescriptive technical assistance mandatory, or dedication of funds to specific activities, among a variety of other options, until compliance is achieved.

Significant changes have been made in the way noncompliance data is tracked. The evolution of Idaho's data system and reporting components to meet the requirements of Indicator #15 have allowed for a more sensitive measure of what is defined as "findings" and "verification of correction". The organization for how the data was collected and reported in the APR for FFY 2006 varies from that of this year's APR. Prior to the web based compliance tracking system used this year, self-assessment and onsite noncompliance findings lists were hand compared to follow-up file checks conducted by the district and self-reported to the SDE, a very labor intensive process. In the past, verification regarding the accuracy of district reporting occurred for only some of the districts. Now all are verified by the SDE by regional consultants trained to ensure reliability.

The organization of the data into Areas rather than topics (as in the previous APR) has allowed Idaho to address the interdependent nature of indicators and compliance items to be more effective in improvement efforts. In addition to the change in organization of data, there have been adjustments in the definitions of noncompliance and compliance, in the tools that districts and the state use to identify noncompliance, and in the general supervision procedures. These changes are positive steps toward meeting federal requirements and improving the state's performance. Although changes have occurred, the data continues to be taken from the same sources (self-assessment and onsite monitoring visits) and with added SDE verification activities, inaccurate reporting and human error will be reduced. The new system is actually more accurate than the prior system that relied on districts' self-reporting, so results demonstrate true improvement.

Idaho has become more structured and formalized in how it identifies and verifies issues of noncompliance. This focus, and the resulting adjustments to the general supervision system, have allowed for a more reliable and valid collection and analysis of the data in Indicator #15.

Idaho is working to implement the changes in the Continuous Improvement Monitoring System at all levels and working with districts to identify and correct noncompliance in no later than 365 days. The implementation of the compliance tracking data system and clarified expectations for districts and the state will result in significant compliance around Indicator #15. Currently, if noncompliance is identified and not corrected within 365 days, the procedures (including actions and sanctions) developed in conjunction with the Determination Levels come into effect.

#### **Improvement Activities:**

The district directors, the state coordinators, and regional consultants have worked very hard to implement the required changes and to increase compliance and performance levels across the state. All identified activities for the 2006-2007 school-year have been completed. The specifics for each activity are listed below. Many of the activities are in continuous evaluation in an effort to improve performance and compliance.

Activities listed for 2006-2007 include:

- Select districts for onsite visits based on monitoring priority areas.
  - Status: Completed
  - The State selects districts for Focused Monitoring based on the results of the Determinations Levels. In 2006-2007 a monitoring work group of various stakeholders developed determination level criteria and a table identifying the resulting actions for each level. The districts selected for the 2007-2008 Focused Monitoring are based on those of most need as indicated on the Determination Levels. The Focused Monitoring activities and technical assistance will be tailored specific to the needs identified in the determinations process.
- Continue to train districts in the self-assessment process so that noncompliance may be avoided.
  - Status: Completed
  - Idaho continues to build capacity through the Self Assessment Monitoring (SAM) process. Districts in Year 1 and Year 2 of the Idaho CIMS cycle continue to participate in self evaluation activities around performance and compliance, developing a plan for

improvement. Idaho trained 28 districts [including State Board of Education (SBOE) Charter Schools] in the SAM process in 2007. Idaho will continue to train and provide technical assistance to those 28 districts in 2008 and 2009. Training includes information on the SAM process and training on the tools and components involved, data analysis, and development of an effective improvement plan. The state will also begin training of the next cohort of SAM districts (22 + any newly approved SBOE Charter Schools) in the spring of 2008. Regional Consultants provide direct technical assistance throughout the school year to the districts that participate in the SAM process.

- Follow established procedures when noncompliance is not corrected in a timely manner.
  - Status: Completed
  - Idaho continues to work with stakeholder groups to develop, evaluate, and implement appropriate policies and procedures around monitoring. Recommended adjustments have been made to Idaho's Continuous Improvement Monitoring System.
  - The monitoring system now formally allows for activities both within the 5 year cycle and activities that are need based. Idaho has added annual activities to the monitoring system that operate outside of the cycle for both the districts and the state to review progress on performance indicators and correction of noncompliance.
  - The state continues to work with a focus group to adjust the calendar of reporting and monitoring activities to include all required components in a timely manner, including identification and correction of noncompliance no later than 365 days.
  - Child Count Verification procedures have been adjusted to provide more information.
  - The tools that are a part of identification of noncompliance within the various monitoring activities have been reviewed and edited to ensure inclusion of all required compliance items and data components.
  - Training for districts and regional consultants on the updated expectations for compliance around the File Review Tool has been developed and is available on the Idaho Training Clearinghouse (ITC) website.  
<http://itcnew.idahotc.com/DNN/Default.aspx?alias=itcnew.idahotc.com/dnn/cims> Training on other tools continues to be developed and made available. Also on The Idaho State Department of Education website  
<http://www.sde.state.id.us/SpecialEducation/monitoring.asp>
  - An Idaho CIMS Manual has been developed and distributed at trainings and is posted on the ITC website. Trainings on an overview of the Idaho CIMS changes have been delivered in multiple formats and continue to be made available via the ITC website. Training will be offered again in the spring of 2008.
  - To support the verification of correction of compliance and the progress of districts in the area of compliance, Idaho has built a compliance data tracking system and is developing a handbook of procedures and a user book for training.
- Define “determinations” required by IDEA 2004 and identify districts in these groups.
  - Status: Completed
  - In 2006-2007 a monitoring work group of various stakeholders developed determination level criteria and a table identifying the resulting actions for each level. The criteria have been applied and the districts have been identified within the Determination Levels. A work group continues to evaluate those procedures and to develop and communicate a formalized policy.

#### **Improvement Strategies specific to Substantive Indicators:**

In an effort to address both performance and compliance of all indicators Idaho has adjusted the monitoring system to include two annual activities. Annually districts are being required to use state provided tools to report progress.

The first activity relates specifically to compliance. Districts are required to use state provided file reviews to determine levels of compliance around specific items. They enter into a tracking system the level of compliance, an improvement strategy, an evaluation procedure, and a timeline for correction of the noncompliance. Regional Consultants work with districts to correct noncompliance, to verify the correction, and to maintain a record of the correction and progress.

The second activity deals specifically with performance around specific indicators and within specific areas. Districts will be required to review data around indicators and if a district has not met the state target for an area or an indicator then they must complete a Performance Response. A Performance Response is a drill down worksheet that will determine whether or not the district's performance is due to inappropriate policies, procedures, or practices. If it is determined that the low performance is due to inappropriate policies, procedures, or practices then it becomes identified as a compliance item. This activity will be part of an annual progress report and a component of the district's plan for improvement. A formal work group involving representation of all stakeholders is being formed to establish, evaluate, and assist in implementing this process and the tools involved.

- **Indicator 4A:**

Annually the districts report data to the state around suspension and expulsion of students with disabilities. Idaho has worked to strengthen the validity and reliability of this data collection system. Data development has occurred to collect the additional data required this year for one day or more of suspension, rather than only those suspensions of more than 10 days. Validation checks are incorporated in this process. This data along with monitoring activities assist the state in reviewing a district's performance and practices regarding suspension and expulsion. According to new monitoring procedures developed, if a district is found to be noncompliant in this area, whether through the monitoring activities, through a data verification process, or through the completion of the Performance Response, then that would be identified as a finding for that district and an action plan with a timeline for correction would be established. If a district fails to correct noncompliance no later than 365 days from notification then the state will implement the policy established within the Determination Levels process. Please refer to Indicator 4A for more information on the specific improvement activities.

- **Indicator 9**

Annually the districts report data to the state during child count that, in conjunction with race/ethnicity enrollment reports, is used to flag disproportionality both over and under a statistically expected range, based on the percentage of each race/ethnicity enrolled in the district. When districts are flagged as being outside the statistically expected range, they are required to complete a data drill-down worksheet to determine if it is the result of inappropriate policies, practices, or procedures. This indicator is also reviewed during monitoring activities in connection with all evaluation and eligibility compliance items. The resulting analysis assists the state in reviewing a district's performance and practices regarding disproportionality. According to new monitoring procedures developed, if a district is found to be noncompliant in this area, whether through the monitoring activities, through a data verification process, or through the completion of the Performance Response, then that would be identified as a finding for that district and an action plan with a timeline for correction would be established. If a district fails to correct noncompliance no later than 365 days from notification, then the state will implement the policy established within the Determination Levels process. In addition, the district is required to set aside 15% for Early Intervening services. Policy regarding acceptable uses of the 15% set aside and reporting procedures are being clearly defined by the SDE. Please refer to Indicator 9 for more information on the specific improvement activities.

- **Indicator 10**

Data reported to the state is also analyzed for disproportionate representation of students in special education specific to the 6 disability categories in the same manner and with the same process described for indicator 9, including requirements around the Early Intervening set aside. According to new monitoring procedures developed, if a district is found to be noncompliant in this area then that would be identified as a finding for that district and an action plan with a timeline for correction would be established. If a district has inappropriate policies, procedures, or practices within the transition process the specific noncompliance would be identified and appropriate strategies for correction established. If a district fails to correct noncompliance no later than 365 days from notification, then the state will implement the policy established within the Determination Levels process. Please refer to Indicator 10 for more information on the specific improvement activities.

- **Indicator 11**

The data for this indicator is gathered through the monitoring system. Additional verification of this data for districts is gathered through our Child Count Verification on alternating years. A monitoring work group will be reviewing the data collection tools around this indicator to ensure inclusion of all of the necessary data components. According to new monitoring procedures developed, if a district is found to be noncompliant in this area then that would be identified as a finding for that district and an action plan with a timeline for correction would be established. This indicator is also reviewed in connection with all evaluation and eligibility compliance items. If a district has inappropriate policies, procedures, or practices within the evaluation process the specific noncompliance would be identified and appropriate strategies for correction established. If a district fails to correct noncompliance no later than 365 days from notification, then the state will implement the policy established within the Determination Levels process. Please refer to Indicator 11 for more information on the specific improvement activities.

- **Indicator 12**

The data system for this indicator has been adjusted to include the required components. A monitoring work group will be reviewing the data collection tools around this indicator to identify and recommend further improvements and possible migration of data directly from the Excent-Tera software program (used for 80% of the special education students) to the state at the push of a button. This would reduce human error and increase ease of reporting. In addition a focus group at the state will review cross over with other data systems in the department and the tracking of the identification and correction of compliance findings. According to new monitoring procedures developed, if a district is found to be noncompliant in this area, then that would be identified as a finding for that district and an action plan with a timeline for correction would be established. If a district has inappropriate policies, procedures, or practices within the transition process, the specific noncompliance would be identified and appropriate strategies for correction established. If a district fails to correct noncompliance no later than 365 days from notification, then the state will implement the policy established within the Determination Levels process. Please refer to Indicator 12 for more information on the specific improvement activities.

- **Indicator 13**

The data for this indicator is gathered through the monitoring system. All districts involved within self assessment must review files and submit data in accordance with this indicator. The state has recently added the review and reporting of compliance to this indicator and other Secondary Transition compliance items on an annual basis. Additionally, verification of this data for districts is gathered through our Child Count Verification on alternating years. According to new monitoring procedures developed, if a district is found to be noncompliant in this area then that would be identified as a finding for that district and an action plan with a timeline for correction would be established. If a district has inappropriate policies, procedures, or practices within the Secondary Transition process the specific noncompliance would be identified and appropriate strategies for correction established. If a district fails to correct noncompliance no later than 365

days from notification then the state will implement the policy established within the Determination Levels process. Please refer to Indicator 13 for more information on the specific improvement activities.

**Revisions, with Justification, to Proposed Targets / Improvement Activities / Timelines / Resources for FFY 2007:**

Idaho will add Improvement Activities for 2007-2008 and 2008-2009 in order to meet the expectations around Indicator 15. In addition Idaho will adjust improvement activities for following years to cover the six years of the SPP. Idaho has become aware through efforts towards compliance, that additional data elements are required to appropriately address this indicator. Idaho has also become increasingly aware through this process of the additional specific activities required and the appropriate resources needed to reach a measurable and rigorous target of 100%. Therefore the following revision to the improvement activities, measurement, timelines, and resources is necessary. New Activities are identified in blue.

The purpose for this is to increase the effectiveness of the improvement strategies and therefore the state's efforts in meeting the target for Indicator #15. The revisions apply to the SPP as well.

The target for Indicator # 15 remains at 100% compliance.

FFY	Activities	Projected Timelines	Projected Resources
<b>2007 (2007-2008)</b>	Continue to support the on-going development of the compliance tracking tool for improved communication, data, and documentation	On-going	Quality Assurance Coordinator
<b>NEW</b>	<ul style="list-style-type: none"> <li>Work with monitoring work group to evaluate effective use of tool</li> <li>Develop and work with user group to determine improvements to data collection, reporting functions, and accessibility</li> <li>Work with Building Capacity Team at the SDE to develop connections across federal programs and reporting requirements for districts</li> </ul>	December 2007- May 2008	SDE Programmer
		June 2008	Regional Consultants
		February – July 2008	Building Capacity Team (SDE)
			Monitoring Work Group
			VI-B Funds
<b>NEW</b>	Continue to work with various stakeholders to effectively implement the compliance tracking tool	On-going	Quality Assurance Coordinator
	<ul style="list-style-type: none"> <li>Develop a draft user manual and associated training</li> <li>Deliver training to staff and districts in use of tool</li> </ul>	June 2008	Regional Consultants
		December 2007 – May 2008	User Group
			SDE Programmer
			VI-B Funds
<b>NEW</b>	Work with various work groups to support the development and implementation of changes to the CIMS process (monitoring)	On-going	Quality Assurance Coordinator
	<ul style="list-style-type: none"> <li>Develop the required tools for each component of the monitoring process</li> <li>Develop and distribute a policy and procedures manual for each component of the</li> </ul>	June 2007 – May 2008	Regional Consultants
			Building Capacity Team (SDE)

	<p>monitoring process to use with staff</p> <ul style="list-style-type: none"> <li>Develop and distribute a public policy manual for the monitoring process to use with districts and other stakeholders</li> <li>Develop and deliver training and materials on the Idaho CIMS process and each component as necessary</li> <li>Collaborate with other federal programs (Building Capacity group) to identify areas of possible partnership in reporting requirements, plans, and monitoring</li> <li>Collaborate with Idaho Training Clearinghouse and the SDE webmaster to make resources and materials available and accessible</li> </ul>	<p>June 2008</p> <p>October 2007 – July 2008</p> <p>October 2007 &amp; April – May 2008</p> <p>February 2008 on-going</p> <p>September 2007 – on-going</p>	<p>Monitoring Work Group</p> <p>Idaho Training Clearinghouse</p> <p>SDE Webmaster</p> <p>WRRRC Consultants</p> <p>VI-B Funds</p>
<b>NEW</b>	<p>Support districts to follow established procedures for identification and correction of noncompliance no later than 365 days</p> <ul style="list-style-type: none"> <li>Cooperate to implement a calendar for reporting and monitoring activities that supports districts and assists the state in meeting federal requirements</li> <li>Provide technical assistance and training for districts around the monitoring and compliance tools, definitions, and expectations (File Reviews, etc.)</li> <li>Provide technical assistance to districts based on the needs determined through the determination levels process</li> <li>Implement the actions (rewards and sanctions) for districts as determined by the determination levels process</li> <li>Facilitate a work group to develop and implement the Performance Response worksheets used to determine appropriate policies, procedures, and/or practices</li> </ul>	<p>On-going</p> <p>August 2007 March 2008</p> <p>November 2007 on-going July 2008</p> <p>On-going</p> <p>On-going</p> <p>March 2008</p>	<p>Quality Assurance Coordinator</p> <p>Regional Consultants</p> <p>Special Education SDE Staff</p> <p>Performance Response Work Group</p> <p>Idaho Training Clearinghouse</p> <p>VI-B Funds</p>
<b>NEW</b>	<p>Follow established procedures when noncompliance is not corrected in a timely manner</p> <ul style="list-style-type: none"> <li>Continue to facilitate a work group to evaluate and develop appropriate procedures and policy for the Determination Levels</li> <li>Facilitate a work group to review and update the Child Count Verification procedures</li> <li>Train all staff on the established process for documentation pertaining to identification and correction of noncompliance</li> </ul>	<p>On-going</p> <p>October 2007 December 2007 March 2008 May 2008</p> <p>June-July 2008</p>	<p>Quality Assurance Coordinator</p> <p>Special Education SDE Staff</p> <p>Regional Consultants</p> <p>Dispute Resolution Coordinator &amp; Consultant Art Cernosia</p>



	<ul style="list-style-type: none"> <li>Develop a process for consistent communication and documentation of compliance concerns within the SDE and Regional Offices</li> </ul>	May 2008	Monitoring Work Group Determination Levels Work Group VI-B Funds
<b>2008</b> <b>(2008-2009)</b> <b>NEW</b>	Continue to support the on-going development of the compliance tracking tool for improved communication, data, and documentation <ul style="list-style-type: none"> <li>Work with monitoring work group to evaluate cross over between data systems within special education</li> <li>Continue to work with user group to determine improvements to data collection, reporting functions, and accessibility</li> <li>Continue to work with the Building Capacity Team at the SDE to develop connections across federal programs and reporting requirements for districts</li> </ul>	On-going  July 2008 – September 2008	Quality Assurance Coordinator SDE Programmer Regional Consultants User Group Building Capacity Team (SDE) Monitoring Work Group VI-B Funds
<b>NEW</b>	Continue to work with various stakeholders to effectively implement the compliance tracking tool <ul style="list-style-type: none"> <li>Finalize a user manual and associated training</li> <li>Deliver training to staff and districts in the use of the compliance tracking tool</li> <li>Develop a policy handbook with guidelines for quality content and consistent definitions for in-house training, (training for fidelity)</li> <li>Provide on-going technical assistance to districts for use of compliance tracking tool</li> </ul>	On-going  September 2008  July 2008 – November 2008	Quality Assurance Coordinator Special Education SDE Staff Regional Consultants User Group SDE Programmer VI-B Funds
<b>NEW</b>	Work with various work groups to support the development and implementation of changes to the CIMS process (monitoring) <ul style="list-style-type: none"> <li>Evaluate and update as necessary a policy and procedures manual for each component of the monitoring process to use with staff, continue to train for fidelity</li> <li>Distribute a public policy manual for the monitoring process to use with districts and other stakeholders</li> <li>Collaborate with other federal programs to implement a partnership in reporting requirements, plans, and monitoring</li> <li>Collaborate with Idaho Training Clearinghouse and the SDE webmaster to make resources and materials available and</li> </ul>	On-going	Quality Assurance Coordinator Regional Consultants Building Capacity Team (SDE) Monitoring Work Group Idaho Training Clearinghouse SDE Webmaster WRRC Consultants Monitoring Cohort

	<p>accessible</p> <ul style="list-style-type: none"> <li>Recruit and develop monitoring cohorts for on-site Focused Monitoring, Integrated Reviews, and Child Count Verification</li> <li>Develop an Evaluation Process/Tool for the CIMS process that involves various stakeholders, including SEAP</li> </ul> <p><a href="http://itcnew.idahotc.com/files/07/evalrpt2007.pdf">http://itcnew.idahotc.com/files/07/evalrpt2007.pdf</a></p>	<p>August 2008 – December 2008</p> <p>May 2009</p>	VI-B Funds
<b>Revised and NEW</b>	<p>Support districts to follow established procedures for identification and correction of noncompliance no later than 365 days</p> <ul style="list-style-type: none"> <li>Provide technical assistance and training for districts around compliance items in the monitoring priority areas (Eligibility &amp; the IEP Process, etc.)</li> <li>Provide technical assistance to districts based on the needs determined through the determination levels process</li> <li>Implement the actions (rewards and sanctions) for districts as determined by the determination levels process</li> <li>Research development and implementation of “Best Practices Cohorts” and “District to District Mentoring” in line with the Determination Level Actions and the decisions of that work group</li> <li>Develop and deliver training for districts on quality data analysis and completing the Performance Response to identify inappropriate policies, procedures, and/or practices</li> <li>Collaborate with Building Capacity group and other programs/coordinators to identify effective strategies for improvement in monitoring priority areas. (Response to Intervention, Limited English Proficiency, Parent Involvement, etc.)</li> </ul>	<p>On-going</p> <p>January 2009</p> <p>October 2008</p>	<p>Quality Assurance Coordinator</p> <p>Regional Consultants</p> <p>Special Education SDE Staff</p> <p>Determinations Work Group</p> <p>Performance Response Work Group</p> <p>Idaho Training Clearinghouse</p> <p>RTI Coordinator</p> <p>LEP Coordinator</p> <p>Content Coordinators</p> <p>NCLB Coordinators</p> <p>Parent Collaborative</p> <p>WRRRC Consultants</p> <p>Mentor Districts</p> <p>VI-B Funds</p>
<b>2009 (2009-2010) NEW</b>	<p>Continue to work with various stakeholders to effectively implement the compliance tracking tool</p> <ul style="list-style-type: none"> <li>Provide on-going technical assistance for use of compliance tracking tool</li> <li>Work with user group to determine and implement improvements to data collection, reporting functions, and accessibility</li> <li>Revisit the user manual and associated training</li> </ul>	On-going	<p>Quality Assurance Coordinator</p> <p>Regional Consultants</p> <p>User Group</p> <p>IT Dept SDE</p> <p>VI-B Funds</p>

	<ul style="list-style-type: none"> <li>Collaborate with required staff to ensure compatibility of changes to state wide data systems</li> </ul>		
<b>NEW</b>	<p>Work with various work groups to support the development and implementation of changes to the CIMS process (monitoring)</p> <ul style="list-style-type: none"> <li>Review and distribute a public policy manual for the monitoring process to use with districts and other stakeholders</li> <li>Deliver training and materials on the Idaho CIMS process and each component as necessary</li> <li>Collaborate with other federal programs to implement partnership in reporting requirements, Continuous Improvement Plans (CIP), and monitoring</li> <li>Collaborate with Idaho Training Clearinghouse and the SDE webmaster to make resources and materials available and accessible</li> <li>Train and facilitate the use of monitoring cohorts for on-site Focused Monitoring, Integrated Reviews, and Child Count Verification</li> <li>Implement the use of an Evaluation Process/Tool for the CIMS process that involves various stakeholders, including SEAP</li> </ul>	<p>On-going</p> <p>August 2009</p> <p>February – April 2010</p> <p>May 2010</p>	<p>Quality Assurance Coordinator</p> <p>Regional Consultants</p> <p>Building Capacity Team (SDE)</p> <p>Monitoring Work Group</p> <p>Idaho Training Clearinghouse</p> <p>SDE Webmaster</p> <p>Monitoring Cohort</p> <p>VI-B Funds</p>
<b>Revised and NEW</b>	<p>Support districts to follow established procedures for identification and correction of noncompliance no later than 365 days</p> <ul style="list-style-type: none"> <li>Provide technical assistance for districts around compliance items in the monitoring priority areas (Eligibility &amp; the IEP Process, etc.)</li> <li>Provide technical assistance to districts based on the needs determined through the determination levels process</li> <li>Implement the actions (rewards and sanctions) for districts as determined by the determination levels process</li> <li>Establish “Best Practices Cohorts” and “District to District Mentoring” in line with the Determination Level Actions and the decisions of that work group</li> <li>Develop and deliver training for districts on quality data analysis and completing the Performance Response to identify</li> </ul>	<p>On-going</p> <p>September 2009</p>	<p>Quality Assurance Coordinator</p> <p>Regional Consultants</p> <p>Special Education SDE Staff</p> <p>Determinations Work Group</p> <p>Performance Response Work Group</p> <p>Idaho Training Clearinghouse</p> <p>RTI Coordinator</p> <p>LEP Coordinator</p> <p>Content Coordinators</p> <p>NCLB Coordinators</p> <p>Parent Collaborative</p>

	<p>inappropriate policies, procedures, and/or practices</p> <ul style="list-style-type: none"> <li>Collaborate with Building Capacity group and other programs/coordinators to train on the implementation of effective strategies for improvement in monitoring priority areas. (Response to Intervention, Limited English Proficiency, Parent Involvement, etc.)</li> </ul>		Mentor Districts VI-B Funds
<b>2010 (2010-2011) NEW</b>	<p>Continue to work with various stakeholders to effectively implement the compliance tracking tool</p> <ul style="list-style-type: none"> <li>Provide on-going technical assistance for use of compliance tracking tool</li> <li>Work with user group to determine and implement improvements to data collection, reporting functions, and accessibility</li> <li>Revisit the user manual and associated training</li> <li>Collaborate with required staff to ensure compatibility of changes to state wide data systems</li> </ul>	On-going	Quality Assurance Coordinator Regional Consultants User Group IT Dept SDE VI-B Funds
<b>NEW</b>	<p>Work with various work groups to support the development and implementation of changes to the CIMS process (monitoring)</p> <ul style="list-style-type: none"> <li>Deliver training and materials on the Idaho CIMS process and each component as necessary</li> <li>Collaborate with other federal programs to implement partnerships in reporting requirements, Continuous Improvement Plans (CIP), and monitoring</li> <li>Collaborate with Idaho Training Clearinghouse and the SDE webmaster to make resources and materials available and accessible</li> <li>Facilitate and evaluate the use of monitoring cohorts for on-site Focused Monitoring, Integrated Reviews, and Child Count Verification</li> <li>Implement the use of an Evaluation Process/Tool for the CIMS process that involves various stakeholders, including SEAP</li> </ul>	<p>On-going</p> <p>January 2011- March 2011</p> <p>May 2011</p>	<p>Quality Assurance Coordinator</p> <p>Regional Consultants</p> <p>Building Capacity Team (SDE)</p> <p>Monitoring Work Group</p> <p>Idaho Training Clearinghouse</p> <p>SDE Webmaster</p> <p>Monitoring Cohort</p> <p>VI-B Funds</p>
<b>Revised</b>	<p>Support districts to follow established procedures for identification and correction of noncompliance no later than 365 days</p> <ul style="list-style-type: none"> <li>Provide technical assistance for districts around compliance items in the monitoring</li> </ul>	On-going	Quality Assurance Coordinator Regional Consultants

<b>NEW</b>	<p>priority areas (Eligibility &amp; the IEP Process, etc.)</p> <ul style="list-style-type: none"> <li>• Provide technical assistance to districts based on the needs determined through the determination levels process</li> <li>• Implement the actions (rewards and sanctions) for districts as determined by the determination levels process</li> <li>• Support “Best Practices Cohorts” and “District to District Mentoring” in line with the Determination Level Actions and the decisions of that work group</li> <li>• Provide technical assistance to districts on analysis of data, review of improvement strategies, and the Performance Responses</li> <li>• Collaborate with Building Capacity group and other programs/coordinators to train on the implementation of effective strategies for improvement in monitoring priority areas. (Response to Intervention, Limited English Proficiency, Parent Involvement, etc.)</li> </ul>	September 2010	<p>Special Education SDE Staff</p> <p>Determinations Work Group</p> <p>Performance Response Work Group</p> <p>Idaho Training Clearinghouse</p> <p>RTI Coordinator LEP Coordinator Content Coordinators NCLB Coordinators Parent Collaborative</p> <p>Mentor Districts VI-B Funds</p>
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**Overview of the Annual Performance Report Development:**

In order to evaluate the dispute data and gain stakeholder input, the SDE created a statewide team comprised of special education directors, special education consultants, parents and SDE personnel which allowed for broad input that was incorporated into Indicators 16-19.

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 16:** Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent = [(b) + (c)] divided by a] times 100.

$$89\% = [(8 + 0) / 9] * 100$$

FFY	Measurable and Rigorous Target
(2006-2007)	100% of complaints resolved within 60 days

**Actual Target Data for 2006-2007:**

89% of complaints resolved within 60 days (1 out of 9)

Complaints	'02-'03	'03-'04	'04-'05	'05-'06	'06-'07
a. Number of complaints	16	16	30	27	9
b. Number completed within 60 days	15	15	27	26	8
c. Number completed within extensions	1	1	3	0	0
d. Percentage completed within 60 days	100%	100%	100%	96%	89%

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006-2007:**

**Slippage** was due to just 1 out of 9 complaint investigations exceeding the 60-day timeline. Because the numbers are so small, one makes a significant difference in the percentage. This one complaint missed the timeline by only one day and it was due to a parent delay in providing necessary information. The average number of days to investigate a complaint and issue a report this year was 48 days, well within the 60-day timeline, with no timelines extended.

The complaint that missed the 60-day timeline last year by just one day did not require extensive intervention to correct. A gentle reminder to complaint investigators about sticking to the timeline or

issuing an extension, if needed, seemed sufficient. Over the past 5 years, out of 98 complaint investigations, timelines were exceeded by only 2 days total, and the average complaint investigation is completed well within the 60 days.

The number of formal complaints from FFY 2005-2006 to FFY 2006-2007 significantly declined from 27 to 9. The drop in number of complaints would indicate that many of the disputes that previously ended up as complaints were resolved by our proactive IEP facilitation process offered by the SDE as a way to resolve contentious issues early, before they end up in complaints or hearings. IEP facilitation has significantly increased in popularity with both parents and districts who report that it has decreased tension and improved working relationships. Meanwhile, the department continues to actively provide information about the complaint process to parents and advocates through training, technical assistance, and the procedural safeguards notice.

Status on SPP activities proposed for implementation in 2006-2007:

- Create and distribute a dispute resolution booklet to include information about filing formal complaints
  - Status: booklet completed and distributed through the SDE, Idaho Parents Unlimited (IPUL), our state parent training organization, and through districts.
  - Distribution will continue
- IEP facilitation training conducted by faculty from the University of Delaware
  - Status: completed
  - Implementation of IEP facilitation has been a roaring success with both parents and district personnel delighted with this additional option. The drop in the number of complaints demonstrates the effectiveness of IEP facilitation in resolving issues early.
  - IEP facilitation will continue
- Legal training for SDE and contracted dispute personnel by attorney, Art Cernosia, regarding changes in IDEA and its regulations
  - Status: completed
  - An ongoing MOA allows SDE and contracted dispute personnel to consult with Art Cernosia when legal questions arise.
  - Legal training for complaint investigators and hearing officers will continue annually. Contracted complaint investigators are provided frequent (weekly, at a minimum) updates on IDEA legal issues via e-mail.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2006-2007:**

**Activities added to the SPP:**

The following activities were added to reflect our more proactive efforts at resolving tension and issues leading up to formal complaints. Advocates have been added to our intended audiences for training purposes. Investigation methods have been added to training for complaint investigators to better prepare them to effectively carry out the process.

FFY	Activities	Projected Timelines	Projected Resources
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<b>2007 2007-2008</b>	Review and update the Dispute Resolution booklet to reflect the new SDE administration and to ensure that it reflects all due process options. Reprint & distribute.	October 2007	Dispute Resolution Coordinator Title VI-B funds
	Continue to emphasize during training and technical assistance for parents and advocates, all options available within the dispute resolution process, including formal complaints, to resolve issues.	Ongoing as opportunities occur July 2007-June 2008	Dispute Resolution Coordinator Title VI-B funds
	Identify and prioritize districts with issues that may lead to complaints. Offer onsite proactive dispute resolution training for district and school staff, parents and advocates.	November 2007 January 2008 March 2008	Dispute Resolution Coordinator Title VI-B funds
<b>2008 2008-2009</b>	Continue to provide technical assistance and training to school districts, parents, and <b>advocates</b> on formal complaint procedures.	Ongoing as opportunities occur July 2008-June 2009	Dispute Resolution Coordinator Title VI-B funds
	Identify and prioritize districts with issues that may lead to complaints. Offer onsite proactive dispute resolution training for district and school staff, parents and advocates.	November 2008 January 2009 March 2009	Dispute Resolution Coordinator Title VI-B funds
<b>2009 2009-2010</b>	Provide training to complaint investigators regarding legal issues and <b>investigation methods</b> .	November 2009	Dispute Resolution Coordinator Title VI-B funds
	Continue to provide technical assistance and training to school districts, parents, and advocates on formal complaint procedures.	Ongoing as opportunities occur July 2009-June 2010	Dispute Resolution Coordinator Title VI-B funds
	Identify and prioritize districts with issues that may lead to complaints. Offer onsite proactive dispute resolution training for district and school staff, parents and advocates.	November 2009 January 2010 March 2010	Dispute Resolution Coordinator Title VI-B funds
<b>2010 2010-2011</b>	Provide training to complaint investigators regarding legal issues and investigation methods.	November 2010	Dispute Resolution Coordinator Title VI-B funds



**Overview of the Annual Performance Report Development:**

Refer to the process listed in Indicator 16.

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 17:** Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent (d) = [( (b) + (c) ) divided by 1 (a)] times 100.

$$100\% = [(1 + 0) / 1] * 100$$

FFY	Measurable and Rigorous Target
2007-2008	100%

**Actual Target Data for FFY 2005-2006:**

Hearings	'02-'03	'03-'04	'04-'05	'05-'06	'06-'07
a. Hearings held	4	1	1	0	1
b. Number completed within 45 days	3	1	1	0	1
c. Number completed within extended timeline	0	0	0	0	0
d. Percentage completed within 45 days	75%	100%	100%	100%	100%

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006-2007:**

**Progress** occurred and the goal of 100% was met. It should be noted that there were only 3 hearing requests during the year with only actually held, and it met the 45-day time line. Issues leading parents in Idaho to file a hearing request are often proactively resolved prior to the hearing being fully adjudicated. In the last three years, there have been only two due process hearings fully adjudicated, with both completed within the 45-day timeline. There has been no noncompliance.

The SDE will continue to inform parents, districts, and other interested parties of all dispute resolution options, including due process hearings provided by the department.

Status on SPP activities proposed for implementation in 2006-2007:

- Create a dispute resolution booklet to include information regarding the due process hearing system

- Status: Booklet completed and distributed through the SDE, Idaho Parents Unlimited (IPUL), our state parent training organization, and through districts.
  - Distribution will continue
- Provide hearing officers with updated information about current legal cases
  - Status: Completed hearing officer training by Art Cernosia regarding changes in IDEA as well as current case law
  - Ongoing frequent (weekly, at a minimum) updates on IDEA legal issues and current case law via e-mail from the SDE dispute resolution coordinator to the contracted hearing officers
- Continue to disseminate an “Alternate Dispute Resolution” handbook to LEA administrators, IPUL
  - Status: Ongoing
- Continue to analyze dispute data in monitoring process and fold into district improvement plans
  - Status: Dispute data is included in both self-assessment and in onsite monitoring visits to ensure that identified issues have been resolved and remain compliant over time.
  - This activity is current and ongoing.
- Report dispute resolution data to the public via SDE & IPUL websites
  - Status: Completed
  - This activity is current and ongoing.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2007-2008:**

The following activity was added to the SPP because of an increased focus in Idaho on resolving issues early, before they result in hearing requests.

FFY	Activities	Projected Timelines	Projected Resources
<b>2007-2008</b>	Provide training to parents and advocates statewide regarding dispute resolution procedures	January – February 2008	Dispute Resolution Coordinator VI-B Funds

**Overview of the Annual Performance Report Development:**

Refer to the process listed under Indicator 16.

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 18:** Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3(B))

**Measurement:** Percent = [(b) divided by (a)] times 100.

80% = [8 divided by 10] \* 100

FFY	Measurable and Rigorous Target
2007-2008	Target will be established when the number of resolution sessions reaches 10

**Actual Target Data for FFY 2005-2006:**

Complaints	'05-'06	'06-'07
a. Number of resolution sessions held	1	10
b. Number resulting in agreements	1	8
c. Percentage resulting in agreements	100%	80%

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006-2007:**

**Slippage** – 8 out of 10 resolution sessions resulted in agreement. Two others were settled by the parties without a hearing, although outside the resolution session.

**New Activity for 2006-2007:**

- Policies and procedures were developed regarding resolution sessions. Training regarding resolution sessions occurred for district special education directors and personnel statewide in conjunction with the Special Education Manual training.
- Resolution session information was included in a parent friendly booklet that describes choices parents have to resolve differences with their districts.

**Status on SPP activities proposed for implementation in 2006-2007:**

- Provide technical assistance to contracted dispute resolution personnel regarding the final federal regulations pertaining to resolution sessions.
  - Status – Completed: Hearing officers, mediators, and facilitators received training regarding resolution session policies and procedures from attorney, Art Cernosia.
- Include dispute data in monitoring activities and district improvement plans

- Status – Completed: This one hearing request and resolution session was considered during the monitoring activities for that district, but no further action was required.
- Report dispute resolution data to the public via SDE & IPUL websites
  - Status: Completed. Activity will continue as due process events occur.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2007-2008:**

The following activity was added to the SPP because of an increased focus in Idaho on resolving issues early, before they result in hearing requests.

FFY	Activities	Projected Timelines	Projected Resources
2007	Continue to provide legal updates for contracted dispute resolution personnel to keep them abreast of current case law and important IDEA issues	Weekly	Dispute Resolution Coordinator
2007-2008		July 1, 2007 to June 30, 2008	Title VI-B funds

**Overview of the Annual Performance Report Development:**

Refer to the process described in Indicator 16.

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 19:** Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:** Percent = [(b) divided by (a)] times 100.

$$100\% = [1 \text{ divided by } 1] * 100$$

FFY 2006	Measurable and Rigorous Target
2006-2007	100% of mediations result in mediation agreements

**Actual Target Data for FFY 2005-2006:**

Mediations	'02-03	'03-04	'04-'05	'05-'06	'06-'07
a. Number of mediations held	10	7	4	3	1
b. Number successful	9	7	4	2	1
c. Percentage successful	90%	100%	100%	67%	100%

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2006-2007:**

**Progress:** Although just one mediation session was held, it resulted in agreement, for a success rate of 100%.

The data trend for the past five years demonstrates a growing preference of school districts and parents for IEP facilitation over mediation for resolving disputes. There were 46 IEP facilitation requests compared to just 3 mediation requests in FFY 2006. The one mediation that was held was successful while the other two requests were resolved even before the mediation process occurred.

IEP facilitation is preferred by disputing parties over mediation for various reasons. For one, IEP facilitation has historically been very successful in resolving disputes and more parents and districts are aware of this option and its efficacy. Another factor is that the parties are more familiar and comfortable with the IEP facilitation process than the mediation process which makes them less likely to choose mediation. IEP facilitation is also sometimes considered the "first step" in dispute resolution. Some parents and districts have come to mistakenly believe that IEP facilitation must occur before mediation. The department is making a concerted effort to describe both processes and that one is not required before the other. This effort also includes describing the potential advantages and disadvantages of each process so that the parties are well-informed about their options and how to fully access them.

**Status on SPP activities proposed for implementation in 2006-2007:**

- Conduct mediation training
  - Status –Joint mediation and IEP facilitation training occurred for contracted dispute resolution personnel
- Analyze dispute data and incorporate into the monitoring process
  - Status – data was studied and included in monitoring self-assessment and onsite activities during 2006-2007. This activity is continuing.
- Publicly report dispute data to the public via SDE and IPUL websites
  - Status – completed during 2006 – 2007 and will continue as dispute processes occur.
- Continue to disseminate “Alternate Dispute Resolution Handbook” to LEA administrators and parents
  - Status – Dissemination occurred during 2006-2007 and will continue as opportunities occur.
- Provide in-service training to educators and parents statewide using CADRE “Beyond Mediation” module (or other dispute resolution training)
  - Status – Two trainings were held during the 2006-2007 school year.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2006-2007:**

The goal was revised from 100% to 90%. Given the small numbers in Idaho, this may seem irrelevant but the principle is not. While the hope is that every mediation resolves the issues, the goal must reflect the realistic possibility that even under the best possible circumstances, the parties may choose not to agree. Thus, a more realistic goal of 90% is appropriate.

The following activities were added to the SPP to reflect Idaho’s increased emphasis on resolving issues early to prevent disputes. The last two activities will be added on in multiple years as well as in 2007-2008.

FFY	Activities	Projected Timelines	Projected Resources
<b>2007 2007-2008</b>	Create a training module for mediation and IEP facilitation training	December 2007	VI-B funds Dispute Resolution Coordinator & work group
	Use module to train contracted dispute personnel, advocates, district personnel and parents	January 2008	VI-B funds Dispute Resolution Coordinator
	Meet with groups of parents and advocates to help resolve current disputes and to prevent new ones	As needed basis 2007-2008	VI-B funds Dispute Resolution Coordinator

**Overview of the Annual Performance Report Development:**

A group of data gurus, including SDE technology staff, special education administrators, SEAP members, secondary and early childhood stakeholders, reviewed, discussed, and provided input for this indicator.

**Monitoring Priority: Effective General Supervision Part B / General Supervision**

**Indicator 20:** State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a)(3)(B))

**Measurement:**

State reported data, including 618 data and annual performance reports, are:

- a. Submitted on or before due dates (February 1 for Child Count, including race and ethnicity; placement; November 1 for Exiting, Discipline, Personnel; and February 1 for Annual Performance Reports); and
- b. Accurate (developing and applying many internal and external validations, triangulating other data sources to compare for agreement, ongoing training and technical assistance for personnel who submit data from the schools and districts, adding new error checks when discrepancies occur)

FFY	Measurable and Rigorous Target
2006-2007	<ol style="list-style-type: none"> <li>a. Reports submitted on time: 100%</li> <li>b. Accuracy: 100%</li> </ol>

**Actual Target Data for 2006-2007:** 90.1% based on the OSEP table listed below.

618 Data - Indicator 20					
Table	Timely	Complete Data	Passed Edit Check	Responded to Data Note Requests	Total
Table 1 - Child Count Due Date: 2/1/07	1	1	1	1	4
Table 2 - Personnel Due Date: 11/1/07	1	0	0	N/A	1

<b>Table 3 - Ed. Environments</b> Due Date: 2/1/07	1	1	1	0	3
<b>Table 4 - Exiting</b> Due Date: 11/1/07	1	1	1	N/A	3
<b>Table 5 - Discipline</b> Due Date: 11/1/07	1	1	1	N/A	3
<b>Table 6 - State Assessment</b> Due Date: 2/1/07	1	1	1	0	3
<b>Table 7 - Dispute Resolution</b> Due Date: 11/1/07	0	1	1	N/A	2
				<b>Subtotal</b>	19
<b>618 Score Calculation</b>			<b>Grand Total</b> (Subtotal X 2) =		38

<b>Indicator #20 Calculation</b>	
A. APR Grand Total	62
B. 618 Grand Total	38
C. APR Grand Total (A) + 618 Grand Total (B) =	100
Total N/A in APR	0
Total N/A in 618	8
<b>Base</b>	<b>111</b>
D. Subtotal (C divided by Base*) =	0.901
E. Indicator Score (Subtotal D x 100) =	90.1

\*Note any cell marked as N/A will decrease the denominator by 1 for APR and 2 for 618

**Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY2006-2007:**

All reports were submitted on time with the most accurate data possible. Significant progress occurred regarding the Early Childhood Transition data. **Progress** is attributed to the development of a web-based data collection system with built-in validation checks and extensive training that occurred for school and district personnel. Additional manual verification checks were implemented after data was received from all schools, resulting in additional corrections; data definitions were clarified; a Frequently Asked Question document was created and will be used during future training.

**Progress** was also noted in regard to the Exiting Data collection that was revised a year ago to meet the July 1 to June 30 timeline requirements. This second year of data was considerably more accurate than the first year's collection, although we found it necessary to submit an amendment after the annual Child Count had been uploaded and a few errors identified in the exiting data that had been submitted on time. We believe this data is as accurate as possible.



**Progress** is also noted in the data collection for initial eligibility timelines. While these data were hand tallied a year ago, a database now stores this information to be reported for the APR. Efforts are underway to harvest these data directly from the special education software system used for 80% of our special education students.

**Slippage** has been noted in the Personnel Data that is attributed to significant staff changes (not able to determine where some of the past numbers came from) that occurred with the change of department administration in January 2007 and to changes to assignment codes in IBEDS; IBEDS does not collect all the personnel that we need to report and/or the way we need it. For example, the number of school psychologists is reported, but the exact amount of time they spend with students on IEPs is not recorded, so some inaccuracies, although small, might possibly exist in regard to how much of their FTE serves students on IEPs. These issues are being addressed in collaboration with the School Finance Division that collects these data.

Timely and accurate reporting of Exiting data continued to be a challenge in 2006-2007, due to the new data collection timeline implemented in 2005-06. However, due to continuing statewide training efforts, added reporting capabilities and validations in the state data system, the initial accuracy of data for the Nov. 1 submission date was greatly improved over the previous year. The Exiting data were amended and resubmitted subsequent to the receipt of December 1 Child Count Data. Significantly fewer exiting students had been misreported or missed on the initial report, indicating that training efforts and technical changes to the data system improved the accuracy of data received from the school districts. Training efforts, added system documentation, and further improvements in system validations, data auditing and reporting will continue annually.

Accuracy is a high priority in Idaho because the data are regularly used to make decisions about program improvement and training needs across the state. Verification procedures are added as issues are identified to continually improve the quality of Idaho's data. Also increasing data accuracy is the collaboration developing between general and special education data managers that is making it possible to cross-reference and triangulate data reported across systems to check for reliability, allowing errors to be detected and corrected prior to federal and public reporting. Curious data are sent back to districts for examination, validation or correction, and explanation. The SDE also implemented a new system for tracking the timeliness of all LEA data submissions. The system has already proven to be helpful in making sure that the SDE has all data, on time, needed for complete, accurate and timely submission of statewide data. "Determinations" now include timely and accurate reporting as one of the indicators on which the district is rated, with onsite visits and follow up scheduled for districts needing the most intensive assistance.

In addition to annual training of district data managers and special education personnel regarding data definitions and reporting, twenty percent of districts receive extensive self-assessment training each year. This includes training in understanding and using their data for program improvement. This intensive technical assistance is building the capacity of district personnel to identify their own curious data and to correct discrepancies earlier. Public reporting has also been a powerful incentive for districts to report accurate data to the SDE.

Improving the quality of our data is an ongoing project. Every year new error messages are programmed into the system, new edit reports are created, and some reports are converted to web-based applications to reduce calculation errors and to automate the process. New data requirements such as Indicator 13 necessitated additional validation reports and the discipline data collection has been converted to a web-based application. These are only a few of the ongoing efforts to ensure the accuracy of Idaho's data.

During 2006-2007 the SDE continued to work closely with the vendor of a web-based IEP program. The SDE provided support to LEAs by making grants available for the purchase of licenses for every student on an IEP and to provide training for district personnel in creating electronic IEPs. Approximately 65% of all Idaho LEAs are using the program, and 85% of all students' IEPs are developed using the program. Validation checks are included in every step of the IEP process and all errors must be corrected in order to finalize an IEP. During 2006-2007 significant numbers of districts took advantage of the program's capabilities for reporting Exiting and Child Count data and this trend will significantly improve the timeliness and quality of those data. Data is also easily reported on the 60-day timeline for initial eligibility

determinations, and for early childhood transition timelines district-wide through this program. Improving this program will be an ongoing activity during the 2007-2008 school year and is expected to continue to yield improvements in the overall quality of our data.

**Revisions, with Justification, to Proposed Targets/Improvement Activities/Timelines/Resources for FFY 2006-2007:**

FFY 2007	Activities	Projected Timelines	Projected Resources
2007-2008	Add assignment codes to IBEDS to increase accuracy and completeness of special education Personnel data	June 2008	Fiscal Coordinator
			IT SDE Staff
			IV-B Funds
	Create additional data components in Part B application regarding related service providers	June 2008	Fiscal Coordinator
			IT SDE Staff
			IV-B Funds